DOCUMENT RESUME

ED 154 651 HE 009 844

AUTHOR	Gray, Audrey Ward
TITLE	International/Intercultural Education in Selected State Colleges and Universities. An Overview and Five Cases.
INSTITUTION	American Association of State Colleges and Universities, Washington, D.C.
SPONS AGENCY	Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
PUB DATE	Nov 77
CONTRACT	300-75-0272
NOTE	197p.
AVAILABLE FROM	American Association of State Colleges and Universities, One Dupont Circle, Washington, D.C. 20036.
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Case Studies; *Cross Cultural Studies; Higher Education; *International Educational Exchange; *International Studies; Program Content; Program Descriptions; Program Design; Program Development; Program Evaluation; *State Colleges; *State Universities
IDENTIFIERS	Adams State College CO; Lock Haven State College PA; Ramapo College NJ; University of North Carolina Charlotte; University of South Florida

ABSTRACT

A study was undertaken to investigate and describe international/intercultural education approaches used by AASCU's 320 member institutions. Five questions were addressed: (1) What is the state of international/intercultural education in the U.S.?; (2) What are the trends?; (3) How do small, medium, large, and nontraditional state colleges and universities in different parts of the country actually implement measurable and significant programs?; (4) What are the key elements for implementation of a program?; and (5) What principles, programs, or activities described in this study can be adapted for use by other higher education institutions? Reported here are the study's findings and recommendations, and five case studies of Adams State College, Lock Haven State College, the University of North Carolina at Charlotte, the University of South Florida, and Ramapo College. (MSE)

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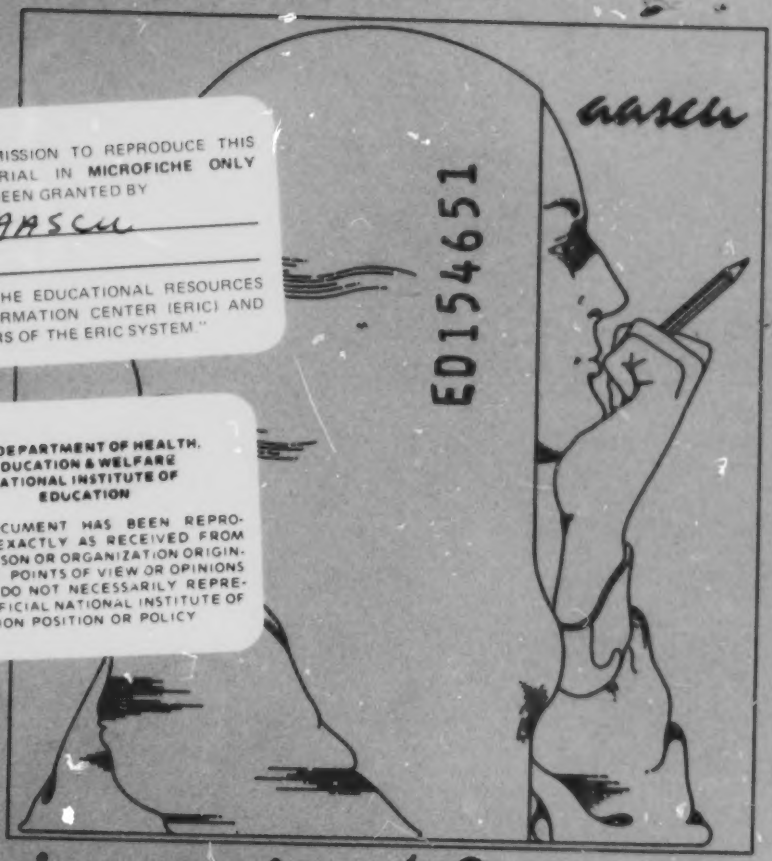

international & intercultural education in selected state colleges & universities

an overview and 5 cases

HE 009 944

INTERNATIONAL/INTERCULTURAL EDUCATION

IN SELECTED STATE COLLEGES AND UNIVERSITIES

AN OVERVIEW AND FIVE CASES

By

Audrey Ward Gray

American Association of State Colleges and Universities
Washington, D.C.

November, 1977

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The research reported herein was performed pursuant to Contract #30075 0272 with the Division of International Education, United States Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

If the human race is to survive, it will have to change its ways of thinking more in the next 25 years than in the last 25,000.

(Kenneth Boulding)

The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples and cultures; . . .

(The International Education Act, 1966)

The American Association of State Colleges and Universities

The 324 state colleges and universities comprising the American Association of State Colleges and Universities (AASCU) span the United States and reach to the territories of Guam and the Virgin Islands. With a total enrollment of approximately two and one-half million, they educate one out of four of all U.S. college students.

State colleges and universities demonstrate the rich diversity available in public higher education. They range in size from 600 to 35,000 students. Their program offerings extend from the liberal arts to computer technology. Their learning alternatives vary from highly cohesive cluster colleges to widespread external degree networks. While diverse, state colleges and universities are all publicly assisted institutions with a strong commitment to educational opportunity and community service for the regions they serve.

Some state colleges and universities have been in existence since the beginning of the nineteenth century; some for less than a decade. A few started as small academies or seminaries, others as technical or agricultural schools, liberal arts or junior colleges and some as municipal universities or extensions of state university systems. Most began however, as colleges to educate teachers. They are all four-year institutions granting bachelor's degrees. Many have master's programs, and an increasing number (45-50) have doctoral programs. Many also offer programs of less than four years in technical-vocational fields leading to certification and associate degrees.

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Abstract

INTERNATIONAL/INTERCULTURAL EDUCATION IN SELECTED STATE COLLEGES AND UNIVERSITIES: AN OVERVIEW AND FIVE CASES

This 18-month study was conducted under a contract between the Office of Education, Division of International Education, and the American Association of State Colleges and Universities (AASCU). The Project Director was a Senior Research Associate with AASCU.

The purpose of the study was to investigate and describe international/intercultural education approaches employed by the 320 member institutions of AASCU. These institutions enroll two and a half million individuals, one fourth of all U.S. college students, and educate nearly half of the nation's school teachers. These colleges and universities give highest priority to undergraduate education.

International/intercultural education was defined broadly to encompass (1) the international content of curricula both in general studies and in specialized programs; (2) the international movement of scholars and students concerned with training and research; and (3) the arrangements engaging U.S. education abroad in cooperative educational programs and technical assistance. As defined in the study, intercultural education embraces the study and experience of different subcultures within our national boundaries as well as cultures beyond them.

The study addressed the following five questions:

1. What is the state of international/intercultural education in AASCU institutions?
2. What are the trends in international/intercultural education in these institutions?
3. How do small, medium, large, and non-traditional AASCU colleges and universities in different parts of the country actually implement measurable and significant international/intercultural programs?
4. What are the key elements necessary for an institution to implement a commitment to international education?
5. What principles, programs, or activities described in this study can be adapted by other institutions of higher education?

First, data was obtained and analyzed for the 320 member institutions.

Next, the focus was narrowed to 50 AASCU colleges and universities, and campus visits were arranged to obtain detailed information and to select the five case study institutions. Criteria for selection of the institutions studied were developed and employed.

The final report includes an introduction; an overview; five chapters describing the case studies of two small colleges, one medium-sized college, one large college, and one small, non-traditional college; and two chapters describing differing approaches to international/intercultural curricula containing vignettes describing programs at the campus institutions visited. The final chapter contains the summary, findings, and recommendations.

The major findings in relation to the five research questions are:

1. AASCU institutions have endorsed a commitment to international/intercultural education. Three-fourths of the institutions have some type of program, though these programs vary considerably; and few of the curriculum programs reach large proportions of undergraduates.

2. Trends, in relation to a baseline study 10 years ago, indicate more planned programs, especially of study abroad and bringing foreign students to campus. Some institutions have made notable efforts to plan international/intercultural curriculum to reach large numbers of undergraduates.

3. The case studies illustrated the particular importance of the following: institutional commitment to international/intercultural education; strong administrative support; faculty leadership; a qualified and interested faculty; and the establishment of a system of linkages. The importance of surveying and utilizing campus and community resources and of involving many constituents in setting goals, planning, and implementing programs is also demonstrated.

4. Four key elements were found necessary for an institution to implement a commitment to international/intercultural education: commitment, strong administrative support, a qualified and interested faculty, and links within and without the college or university.

5. Adaptable ideas to be gained from the study are listed at the end of each chapter and summarized in the last chapter.

The recommendations include:

1. A way must be found which will help convince presidents and vice-presidents that international/intercultural education programs should be an integral part of their institutions.

2. Faculty need to be stimulated, encouraged, and enabled to study and do research to facilitate international/intercultural course development. Faculty development programs for international/intercultural education need support.

3. Careful evaluations of the various programs and approaches should be planned and accomplished.

4. A systematic and continuous inventory of programs is needed together with a consultant service to help institutions develop new programs.

5. All individuals interested in expanding international/intercultural education should help gather support among community groups, business, labor, boards of trustees, state legislators, and congressmen.

Finally, a national commitment to support international and intercultural education has become imperative.

Audrey Ward Gray
Washington, D.C.
August, 1977

Preface

I am particularly pleased to write a brief preface to this report on international/intercultural education in selected state colleges and universities. This report is indicative of the strong commitment AASCU member institutions have made to international/intercultural education, a commitment that was clearly demonstrated by the adoption of a Policy Statement at AASCU's 15th Annual Meeting on November 15, 1975 in Boston, Massachusetts. Despite financial stringencies during the last decade, AASCU member institutions have invested institutional resources, substantially upgrading and strengthening their programs. They now offer a wide variety of approaches in international/intercultural education--from ethnic heritage studies to faculty scholar exchanges.

Dr. Audrey W. Gray has conducted many campus visits with skill and a high degree of professionalism in order to prepare this report. She is to be commended on the contents. We are very grateful to the United States Office of Education for making it possible for her to undertake this study. The interest and enthusiasm of Robert Leestma, associate commissioner for institutional development and international education, was central to the achievement of this project.

The case studies contained in this report are not meant to promote certain models but rather to suggest various ways and means to further the development of the international/intercultural dimension in post-secondary education. Regretfully, limitations of funds and time have prohibited describing and analyzing the activities of all the AASCU institutions where interesting and successful international/intercultural programs are taking place.

In making this report available to its member institutions and to others interested in international/intercultural education, AASCU hopes to contribute to the development of means for successfully meeting the broad and continuous challenge to strengthen and maintain quality in institutions of higher education.

Allan W. Ostar
Executive Director
American Association of State
Colleges and Universities

Acknowledgements

Gratitude is expressed to the AASCU presidents, chancellors, and faculty members who so willingly contributed time and information for this research, and to the individuals on each campus who arranged productive site visit schedules.

I am also indebted to President F. N. Hamblin, Chairman of the AASCU Committee on International Programs, and to the ten other presidents and chancellors who serve on that committee, for providing guidance to the study; and to Fred F. Harcleroad and Michael J. Flack who served as senior project consultants.

Many staff members at the American Association of State Colleges and Universities have provided encouragement and assistance, including Allan W. Ostar, Executive Director; William M. Fulkerson, Associate Executive Director; Maurice Harari, Director, Office of International Programs; and many others. I also wish to thank Virginia Fadil and many other colleagues from many organizations and associations who have contributed to this study in innumerable ways.

Finally, I want to acknowledge the encouragement and support of the U.S. Office of Education, which funded the study.

Introduction

What is international/intercultural education in the state colleges and universities? It is a nationwide potpourri of rich variety including:

- An interdisciplinary team-taught immersion course called "American Problems in an Interdependent World" at Millersville State College, Pennsylvania;
- The Center for Afghanistan Studies at the University of Nebraska, Omaha;
- The Institute for Cultural Pluralism at San Diego State University, California;
- Five traditionally black Southern colleges collaborating in The Consortium for Strengthening Intercultural Understanding;
- The "bed-for-bed" exchange program for faculty and students of the Nottingham College of Education in England and Lock Haven State College, Pennsylvania;
- Forty-four Vietnamese refugee students studying at Adams State College, Colorado;
- Technical assistance to the Basic Village Education Project in Guatemala from the University of South Florida;
- An international work experience in Morelia, Mexico for students from California State University, Chico;
- Linkages with community groups and businesses for mutual enrichment at the University of North Carolina, Charlotte;
- A non-traditional School of Intercultural Studies at Ramapo College of New Jersey; and
- Many more examples of international/intercultural curriculum approaches; of exchanges of faculty and students for study and research; and of the involvement of AASCU institutions in international development.

Purpose of the Study

The purpose of this study was to investigate and describe international/intercultural education within the member institutions of the American Association of State Colleges and Universities.

International/intercultural education in this study is defined broadly to encompass all the various approaches to international education including: (a) the international content of curricula, both in general studies and in specialized programs; (b) the international movement of scholars and students concerned with training and research; and, (c) the arrangements engaging United States education abroad in technical assistance and cooperative educational programs. Although international/intercultural education involves the study of foreign languages and regions, of international relations, and of world issues, it also embraces the study and experience of other cultures which can lead to intercultural understanding. Within this context, intercultural education includes the study of different subcultures within our national boundaries as well as cultures beyond them.

This study addressed the following questions:

1. What is the state of international/intercultural education in the AASCU institutions?

2. What are the trends in international/intercultural education in these institutions?

3. How do small, medium, large, and non-traditional AASCU colleges and universities in different parts of the country actually implement measurable and significant international/intercultural programs?

4. What are the key elements necessary for an institution to implement a commitment to international education?

5. What principles, programs or activities described in this study can be adapted by other institutions of higher education?

The findings of this study are summarized in the first section of Chapter X.

AASCU and International/Intercultural Education

The 324 institutions comprising the American Association of State Colleges and Universities (AASCU) enroll approximately two and a half-million individuals, educate one out of four of all U.S. college students, and train nearly one-half of the public school teachers in the United States.[1] The institutions serve an important function. Although many have developed vigorous graduate programs and offer opportunities for research, their highest priority is providing a high quality undergraduate education accessible to students through low tuition.

AASCU is the mechanism used by the 324 institutions to assist them in meeting their goals and objectives, to provide them with a voice in the development of national policies affecting higher education, and to engage in those activities which can be done more effectively on a collective basis than individually.

The Office of International Programs (OIP)[2] acts as a catalyst for the improvement of international/intercultural education in AASCU institutions and represents the international interest of AASCU with outside agencies and organizations. The OIP is guided by a Committee on International Programs numbering 12 AASCU Presidents.[3] Each member institution has designated an International Education Advisor on campus who acts as a liaison with AASCU in Washington, D.C.

Underlying the activities of the Office of International Programs is the commitment of AASCU to assist its member institutions in the process of planning and developing educational curricula and related activities responsive to the realities of the future. Over the years, AASCU members have expressed their commitment to international education in various ways. Presidents and Chancellors have served the AASCU Committee on International Programs and other internationally-oriented organizations. Many have encouraged on-campus international/intercultural curricula, study centers abroad, the exchange of faculty and students, and efforts toward cooperative international development. One tangible sign of commitment is the $200/year voluntary assessment which many institutions contribute to the Office of International Programs of AASCU: and since the beginning of the assessment in 1972, between 15% and 30% of the institutions have agreed to the voluntary assessment each year. The funds have been used to expand the efforts of the AASCU Office of International Programs.

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1. See Appendix A: "AASCU Member Institutions" as of November 1, 1976.

2. See Appendix B: "The AASCU Office of International Programs."

3. See Appendix C: "AASCU Committee on International Programs-1975-76."

Commitment to the mission of international education was expressed formally in an AASCU policy statement adopted by member presidents and chancellors at the organization's annual meeting in Boston, Massachusetts in November, 1975. That statement, "The International Responsibility of Higher Education"[4] emphasizes that it..."has become urgent and necessary to attempt to clarify the set of obligations and opportunities that are basic to the fulfillment of the international responsibilities of higher education." Furthermore, "we have entered the irreversible era of interdependence and our educational fare must reflect this reality. It is in this sense that we conceive of international education as an integral part of quality education, and not as an additive or a luxury which some can afford and others cannot." It concludes with the following:

> Commitment
>
> We strongly urge the commitment of higher education to institutionalizing international education. We recommend that each institution of higher learning examine, and plan its international dimension and programs on and off the campus. We believe that this is a basic responsibility that higher education must meet at this juncture in history when it is imperative to ensure that future generations of graduates are aware of and able to cope with the dynamics of world interdependence. While the surface crisis in international education is partly financial, we are convinced that it is mostly a crisis of insufficient commitment based on lack of appreciation of the stakes involved. There is much that can be done with existing resources; there is much more that can be done in generating resources. We can learn from existing trends and experiences, but there is no substitute for the internal, institution-wide process of examining and planning the responsibility and potential role of the institution in international education. Above all, we call for the genuine commitment of the educational leadership and the support of other sectors of society to a mission that has as its ultimate objective not only quality education, but the single most important contribution to the survival of the human race.

It is important to investigate how this AASCU commitment to international education is being carried out in these 324 state colleges and universities which are educating so many citizens of the United States and so many teachers for our nation's children.

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4. See Appendix D for the complete text of the AASCU policy statement: "The International Responsibility of Higher Education."

Why International/Intercultural Education?

Why emphasize international/intercultural education in these times of pressing local and national needs, of state and campus fiscal problems and budget cuts, and of students pressing for occupationally-oriented practical training? There is a plethora of rhetoric on this subject. The reader can turn to almost any reference in the bibliography, or to the AASCU commitment statement in the Appendix, or to examples from the case studies which follow to discover the "why" of international education.

In the United States, increasing attention has been given to international education during the last thirty years. Its importance began to be widely recognized in the late 1940's--after World War II--when America was suddenly confronted with a new and complicated set of global responsibilities. The private foundations began to help the universities systematically to build selected major area study programs in the late 1940's; and over the next decades, language and area center programs expanded to all world regions and grew in strength.

The 1940's was also the period when foreign students began coming to U.S. campuses in large numbers and when U.S. veterans returned to college after having been exposed to other cultures while serving abroad. During the 1950's the Fulbright-Hays Program for the exchange of faculty and scholars began, together with the first big university contracts for institution-building abroad.

Two national committees prepared significant reports on international education in the 1960's. In 1962, the publication of the Morrill Committee Report, The University and World Affairs,[5] brought the whole university into focus as a vehicle for internationalization for the first time. This was followed, in 1964, by the Nason report, The College and World Affairs,[6] whose recommendations are particularly relevant to AASCU-type institutions since it discusses liberal learning, strengthening resources, and developing international education for undergraduates and teacher education programs. Among its conclusions, this second report emphasizes:

> The contemporary world requires of its educated citizens a breadth of outlook and a degree of sensitivity to other cultures unlike any required in the previous history of mankind. This require-

5. The Committee on the University and World Affairs, J. L. Morrill, chairman, The University and World Affairs (New York: The Ford Foundation, 1960).

6. The Committee on the College and World Affairs, John N. Nason, chairman, The College and World Affairs (New York: The Hazen Foundation, 1964).

ment coincides with the universality of viewpoint characteristic of the liberally educated individual.[7]

It is important to note that international education reached a new level of public attention when the International Education Act was signed into law by President Johnson in 1966. The passing of the Act symbolized recognition by the United States Congress of the need for and importance of international education. However, the Act was never funded, along with other significant pieces of legislation, because of other national priorities during this period. Therefore, the promise of larger scale federal support for international education was not carried out. When the International Education Act was passed, the foundations--particularly the major donor, the Ford Foundation--began to phase down their support for international studies programs, assuming that the federal government would fill the void. However, foundation funding was not widely dispersed and was not considered sufficient support for international education in any case. The new amendment to NDEA Title VI that permits financial assistance to school districts and educational organizations as well as to colleges and universities will result in an expansion of international education activity if it is adequately funded. However, sufficient funding for many important aspects of international education and for research on foreign affairs continues to be a pressing problem.

The urgency for international education has grown since 1966 as crises and world events dramatize the growing interdependence of our world, and as the most pressing national problems are seen to be international in scope--food production, population growth, energy sources and environmental quality--to name only a few.

The rationale for international education in Section Two of the International Education Act is still pertinent today:

> the Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples and cultures;...(International Education Act, 1966)

It is apparent that one purpose of the Act concerns the national interest, especially the position of the United States in the world community and the preparation of academic and professional personnel well schooled in world affairs. Since 1946, the national interest in these areas has been served by international relations and foreign affairs programs and by foreign language and area study centers.

These two emphases--training experts in international relations and various world regions--remain largely graduate-level programs, built on

7. Ibid., P. 65

a foundation of a major discipline and usually requiring years of language study and extensive field experience. This advanced training is concentrated largely in the graduate universities and not in AASCU institutions which primarily emphasize undergraduate and masters-level education.

Why should these undergraduate and masters-level institutions which educate so many citizens and teachers be concerned with international education? Not necessarily to train specialists, but as the International Education Act states: "that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples and cultures."

Description of the Study

Selected Highlights of Previous Research

The background for this study includes numerous reports and research efforts conducted in the sixties and early seventies. This report does not survey previous research in depth. For that purpose, the reader is referred to the comprehensive bibliography. However, selected examples of relevant research will be highlighted to bring the study into the proper perspective, and as the report unfolds, reference will be made to previous studies.

One of the early surveys of international education is the volume, Non-Western Studies in the Liberal Arts College, published in 1964.[8] This comprehensive study provides historical background, presents findings, and contains reports on non-Western programs on a number of campuses, including a few AASCU institutions. The study concludes with a list of fourteen recommendations addressed to liberal arts colleges considering implementing non-Western studies.

In 1970, Bridges to Understanding: International Programs of American Colleges and Universities[9] was published as a volume of the Carnegie series. This extensive survey of international programs used a comprehensive, detailed questionnaire to determine the state-of-the art of international programs. The definition of international curriculum programs was limited to organized programs offering degrees or specializations, or crossing three disciplines, and therefore it excluded many smaller efforts. The data gathered for this study was put into the World Studies Data Bank, which was maintained and updated until recently by the Academy for Educational Development. The study's major finding was that, "international studies are still largely underdeveloped on most college

8. Association of American Colleges, Non-Western Studies in the Liberal Arts College (Pennsylvania: The Evangelical Press, 1964).

9. Irwin T. Sanders and Jennifer C. Ward, Bridges to Understanding: International Programs of American Colleges and Universities (New York: McGraw-Hill Book Company, 1970).

university campuses and even the present levels of activity (to say ing of urgent needs for improvement) are in serious jeopardy due to ncial, organizational, and other difficulties."[10] The study presents etailed list of implications for those concerned with international education both on and off campus, and it provides baseline data on all types of international programs in American colleges and universities.

Two surveys of international programs in AASCU institutions have been conducted. The first was in 1966 by Harcleroad and Kilmartin, International Education in the Developing State Colleges and Universities.[11] Harcleroad used a shortened version of the questionnaire used in The Association of American Colleges' Study, to gather information by mail from the 191 institutions which were then members of AASCU; campus visits were not conducted. The survey focused on 12 questions about non-Western studies, not all types of international/intercultural studies as this study does. Therefore, the Harcleroad findings are not strictly comparable to the present study. However, the study is a benchmark, and provides data not otherwise available. He surveyed 191 institutions, and 30% did not respond and 19% reported no course offerings with non-Western content.

In general, he found wide interest, but very few organized programs and coordinated efforts; and only a handful of AASCU institutions had ever received any federal assistance for international programs. Not one college had received a grant for a language and area studies center. Among the findings were: (1) only 22 colleges had a policymaking committee specifically for planning and coordinating international programs; (2) ninety-six colleges reported offering some non-Western courses, but only half of these offered ten or more courses, and only 22 had an organized program, such as a major, minor, area or language specialization, and only four reported a foreign language and area center; (3) the rationale for international programs was usually that they are "an important part of the liberal education of a college student in America, in the 20th century"; (4) library collections were reported to be poor or inadequate on most campuses; (5) only one-fourth of the colleges reported having a foreign student office, although almost three-fourths had one person responsible for foreign student affairs; (6) study-abroad programs were very limited, and although 29 colleges reported students could earn credit for study abroad, only seven reported that students had done so, and most of these colleges were in California or New York which had system-wide study abroad programs; (7) twenty-nine institutions reported cooperative arrangements abroad with other universities and most were for study abroad; and, (8) plans for expansion were deemed to be quite limited for this group of institutions educating such a large proportion of American college students.

10. Ibid., p. 225

11. Fred Harcleroad and Alfred Kilmartin, International Education in the Developing State Colleges and Universities (Washington, D.C.: American Association of State Colleges and Universities, 1966).

In an attempt to update and extend Harcleroad's study, the U.S. Office of Education's Institute of International Studies funded a second survey-by-mail of AASCU institutions in 1970.[12] An extremely complex and detailed questionnaire was sent to each of the 303 member institutions of AASCU. Although 80% of the institutions responded, many parts of the questionnaire were left blank, and it is difficult to draw detailed conclusions. Broadly, the survey showed, like Harcleroad's that about half of the colleges and universities had some form of international program--study abroad or curriculum or foreign students--and that most international programs were relatively isolated and not integrated into the regular curriculum at these institutions. It was found again, that library resources were generally poor; that many institutions were looking for many outside sources of funding; and that in many priority was being given to developing study-abroad programs--not to on-campus international studies integrated with the curriculum. Although there were significant exceptions, it was concluded that most AASCU institutions considered international programs a luxury, rather than an integral part of a liberal arts education.

These two studies of AASCU institutions will be referred to later when a discussion of trends in international/intercultural education in AASCU institutions is presented.

Finally, mention should be made of the excellent volume: The University Looks Abroad: Approaches to World Affairs at Six American Universities: Stanford, Michigan State, Tulane, Wisconsin, Cornell and Indiana.[13] This book is comprised of six comprehensive case studies. It provides detailed information and astute analyses of the various approaches found on these campuses. The questions and issues summarized in the last chapter are worth perusal. However, the institutions described in this study are not comparable to the AASCU member institutions. These colleges and universities emphasize undergraduate and masters-level education, and are without the federally supported graduate language and area studies centers, the AID contracts, the Peace Corps training projects, the Ph.D. programs training specialists, and the well-staffed offices of international programs which are typical of most of the universities described in The University Looks Abroad.

First, by utilizing the background research on international education; second, by building on the findings of previous AASCU surveys; and finally, by adopting a case study methodology--this in-depth study of international/intercultural education in AASCU institutions was conducted.

12. American Association of State Colleges and Universities, 1970 Census of International Programs in State Colleges and Universities (Washington D.C.: American Association of State Colleges and Universities Studies, 1971).

13. Education and World Affairs, The University Looks Abroad: Approaches to World Affairs at Six American Universities (New York: Walker and Company, 1965).

Scope of the Study

This study includes an overview of all AASCU institutions and a concentrated study of a few carefully selected colleges and universities. First, all AASCU institutions were viewed, and data was obtained and analyzed about international/intercultural programs for the 320 AASCU member institutions.[14] Next, the focus was narrowed to 50 AASCU institutions which were visited to obtain detailed information and to select case study candidates. Finally, study effort was concentrated on five institutions selected for case studies.

Methodology

Data gathering for the first part of this study was accomplished by several means. An overall picture was obtained by analyzing the responses to the "AASCU Fall Survey, 1975: Part I: International/Intercultural Programs"[15] sent by AASCU to all member institutions, with other campus surveys, in the fall of 1975. By January, responses were received from 300 of the 320 (94%) AASCU member institutions. Data was also gathered from AASCU and OIP files, from college catalogs, and from 15 key internationally-oriented organizations, associations, and agencies headquartered in Washington, D.C., and New York City. This data was analyzed both to obtain a picture of the whole AASCU membership and to narrow the study focus to 50 institutions for campus visits.

Fifty institutions in 25 states were selected for campus visits.[16] For each of the 50 institutions, background material was gathered, and arrangements were made with an international education campus contact person for a one- or two-day on-site visit. This person planned and scheduled interviews and meetings with administrators, faculty, and students--as appropriate. During the site visits, which were accomplished during the academic year 1975-76, the Project Director conducted interviews and gathered information using a specially developed "Campus Visit Summary Form"[17] as a guide.

Criteria for selection of these institutions were as follows. First, they had ongoing international/intercultural studies and programs, and the programs represented a wide range of alternative approaches to the subject. Second, they were roughly representative of the AASCU constituency. Therefore, the 50 selected institutions included a range of institutional types (specialized, teacher-training, liberal arts, multi-

14. At the time of the Survey, AASCU membership numbered 320 institutions.

15. See Appendix E: "AASCU Fall Survey, 1975: Part I: International/Intercultural Programs."

16. See Appendix F: "AASCU Colleges and Universities Visited for the International Education Project with Names of Chief Administrators and Campus Contacts."

17. See Appendix G: "International Education Project: Campus Visit Summary Form."

purpose, and regional); a range of organizational approaches (traditional, mixed, and non-traditional); a range of sizes--based on FTE enrollment figures (small--under 5,000; medium--5,000-10,000; and large--over 10,000); a range of college environments (rural, suburban, and urban); students from a variety of ethnic groups (Black, Chicano, Native American, Asian-American, etc.); and finally, a range of geographic regions (Far West, Midwest, Central, South, and East).

Five of these institutions were selected for case studies. The criteria for this selection included consideration and deliberation within the framework of the above criteria, as well as the additional requirement that each have a stated commitment to international/intercultural education and an organized framework to implement the commitment. Most importantly, each case study was selected because its international/intercultural programs and activities included significant efforts to internationalize the undergraduate curriculum. It must be emphasized that the selection of these five institutions for case studies in the report does not signify that these are the only important or developed programs. Many other AASCU institutions also have significant international/intercultural programs. The five were selected because they represent the range of approaches found among the 50 AASCU institutions visited.

In addition to gathering data from national sources, from on-site campus visits, and from intensive study of selected institutions, the Project Director also had recourse to an advisory committee, senior consultants, and a series of five AASCU-sponsored regional workshops which addressed international education.

Several meetings were held with the AASCU presidents who were members of the Committee on International Programs, and this Committee served as an advisory group for this study. Consultations were also held with two senior project consultants, Michael J. Flack and Fred F. Harcleroad,[18] and with other knowledgeable individuals.

During 1975-76, the AASCU/OIP conducted five regional workshops on the topic "The International Role and Responsibility of U.S. Higher Education."[19] Invited participants from each region included AASCU presidents and chancellors; the International Education Advisors; other individuals with campus responsibility for international/intercultural education; representatives of key internationally-oriented national organizations, associations, and agencies; and representatives from non-AASCU institutions. The workshops proved to be invaluable for exchanging information, contacting key individuals, and arranging campus visits. The campus visit schedules were planned to harmonize with the AASCU/OIP workshops as they were held in five regions of the United States.

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18. Michael Flack is Professor of International and Intercultural Affairs, Graduate School of Public and International Affairs, University of Pittsburgh. Fred F. Harcleroad is Director and Professor, Department of Higher Education, University of Arizona.

19. See Appendix H: "AASCU/OIP Regional Workshops 1975-76."

Overview of the Report

Chapter II presents an overview of the findings for all AASCU institutions. Then the five institutions selected for case study are presented in Chapters III through VII. The first two case studies describe two small colleges with differing characteristics; the third and fourth case studies describe one medium-sized university and one large university; and the final case study describes a small non-traditional college. Chapter VIII presents two examples of how area studies programs have been used to internationalize the undergraduate curriculum. Various other approaches to international/intercultural curricula are presented in Chapter IX, where selected vignettes serve to highlight and organize numerous interesting examples of programs found during the campus visits--but in institutions not selected for case study. Chapter X discusses problems in and approaches to staffing international and intercultural programs. Chapter XI contains the summary, findings, and recommendations.

II

Overview of International/Intercultural Education in AASCU Institutions

AASCU institutions have developed numerous programs which emphasize international and intercultural education, and many of them are searching for ways to expand their efforts in this area. The results of this study certainly lend weight to this conclusion. The AASCU Fall Survey, 1975: Part I: International/Intercultural Programs, provided a significant amount of information about ongoing programs and plans for new programs in each AASCU institution. Three hundred institutions of the 320 polled returned the Survey (94%), and therefore the results can be said to represent the total membership of AASCU. (The majority of those institutions which did not return the Survey were either very small or were specialized institutions such as maritime colleges.)

Table 1 summarizes this Survey data to show the type of international program on campus, and Table 2 shows the relationship between the size of the institution and the type of international program activity.

Table 1, "Overview of International Education in AASCU Institutions: 1975," summarizes and categorizes data from the AASCU Fall Survey. To prepare this table, each survey was classified into one of five categories.

Category I included those institutions which reported no special efforts to internationalize the curriculum, no study abroad programs and no foreign students. However, many of these institutions offer individual courses, such as World History or Anthropology, which have some international or intercultural content. Twenty-two percent of AASCU institutions fall into this category.

Category II included those institutions which had developed study abroad programs or had encouraged foreign students to enroll, but had made few efforts to internationalize the curriculum or to combine courses into programs. Twenty-five percent of AASCU institutions are in this category. Evidence indicates that study abroad programs and/or the encouragement of foreign students to enroll is often the beginning of an international program effort which may expand later into internationalizing the curriculum. At many of the small, often rural, teacher-training colleges, a sponsored study-abroad program, or a group of foreign students represents a significant first step towards internationalization.

Category III included those institutions which had organized and planned international curriculum and which offered students credit for completing the program in the form of a certificate or a minor. Many of these programs were interdisciplinary, combining course work from several departments. Most of these institutions also had foreign-born faculty and U.S. faculty studying or doing research abroad. Sixteen percent of the AASCU institutions fit into Category III.

Table 1

OVERVIEW OF INTERNATIONAL EDUCATION

IN AASCU INSTITUTIONS: 1975*

Classif. of Intl. Educ. Programs	No. of Institt.	% of Total	Definition
I	66	22	"Nothing" except the usual individual courses (e.g., world history); no study abroad; no foreign studnets, no director, no committee, no plans
II	74	25	Usual individual courses; study abroad and/or more than 10 foreign students
III	47	16	Planned international curriculum for minor or certificate; study abroad; foreign students; often faculty abroad and foreign faculty
IV	81	27	Planned international curriculum for majors (e.g., areas studies, international relations); usually exotic languages; study abroad; foreign students; usually faculty abroad and foreign faculty
V	32	11	Elements of III or IV; also formal cooperative relations with another country; in 17 schools--international development contracts for LDC's
Total	300	100**	

*Based on data from the "AASCU Fall Survey, 1975: Part I: International/ Intercultural Programs"; 300 of 320 returned (94%).

**Actual total % is over 100 due to rounding.

Category IV included major and minor programs with various approaches to international curricula--from country studies to global studies. All institutions in this category also had the other elements listed for Category III, including study abroad programs and foreign students on campus. Twenty-seven percent of AASCU institutions are in this category.

Category V institutions all had elements of either III or IV (international curriculum) and also had formal cooperative relations with another country for educational exchange or international development. Eleven percent of the AASCU institutions are found in Category V.

To summarize quickly, 22 percent or approximately one-fifth of the institutions have not developed identifiable international programs. Or to put it another way, 79 percent or more than three-fourths have made efforts to institute some type of international program. Furthermore, 54 percent or more than half of the institutions, had planned international studies at the certificate, minor or major level. Finally, 11 percent had formal arrangements abroad, with 5 percent, or 17 institutions, involved in international development projects.

Study of Table 2, "International Education in AASCU Institutions in Relation to Size of Institution: 1975," which displays the program categories from Table 1 in relation to the size of the college, reveals an interesting picture of AASCU institutions. Looking first at the "Small" column, which contains 185 colleges, we find that 57 small institutions belong in Category I. Most of the colleges with no international programs are small, only a few are medium in size, and only one is in the large category. Also, the small colleges tend to cluster in the first two categories, I and II, which indicates no international interdepartmental program efforts focused on curriculum. Interestingly enough, however, small schools are also spread throughout all the categories indicating that even in a small college it is possible to develop extensive international programs--including formal relations with another country for educational exchange or technical assistance. The case studies which follow attest to this fact, for three of them are small colleges: Lock Haven State College, Pennsylvania; Adams State College, Colorado; and Ramapo College of New Jersey.

Study of the "Medium" column reveals that the colleges of this size are scattered over all the categories, but they cluster in Category IV--indicating that medium-sized colleges are likely to have extensive international curriculum programs. The case study of the University of North Carolina, Charlotte which follows is an example of such a program on a medium-sized campus.

Study of the "Large" category reveals that 30 of the 40 large institutions are in Categories IV and V. As might be expected, the larger universities have extensive resources of faculty expertise and a broad range of course offerings which enable them to put together comprehensive international curriculum programs. Of course, they also tend to be multi-purpose universities, whereas many small AASCU institutions are specialized or primarily teacher-training institutions. It should also be noted that the existence of a program does not necessarily mean that large numbers of students are involved. As this report unfolds, several

Table 2

INTERNATIONAL EDUCATION IN AASCU INSTITUTIONS

IN RELATION TO SIZE OF INSTITUTION: 1975*

Classif. of Intl. Educ. Programs**	No. of Instit.	Size of College (Based on FTE Enrollment 1975-76)					
		Small (under 5,000)		Medium (5,000-10,000)		Large (over 10,000)	
		Number	% of Small	Number	% of Medium	Number	% of Large
I	66	57	31	8	8	1	2
II	74	53	28	18	19	3	8
III	47	29	16	13	14	5	12
IV	81	27	15	39	41	15	38
V	32	6	3	11	12	15	38
No response	20	13	7	6	5	1	2
Total percent			100		100		100
Total number	320	185		95		40	
TOTAL AASCU INSTITUTIONS				320			

*Based on data from the "AASCU Fall Survey, 1975: Part I: International/ Intercultural Programs"; 300 of 320 returned (94%).

**See Table I for definitions of the Categories (I-V) used for the Classification of International Education Programs.

International curriculum programs are described which do reach large numbers of students--an important consideration for curriculum planners who are attempting to have an impact on many students. The case study of the University of South Florida, a large university, provides an excellent example of the various elements of international programs in Category V, including international development activities.

Summary

AASCU institutions have made significant progress in developing various types of international studies and programs since Harcleroad's early study in 1966 and the 1970 survey. In comparison with the early data, there are approximately twice as many colleges which have developed international curriculum. Whereas only four percent of the early sample had study abroad programs, 78% now offer study abroad possibilities to their students. This is partly due to ten years of concerted effort by AASCU's Office of International Programs together with a number of presidents to encourage and develop international study programs. AASCU-sponsored international study programs, in cooperation with AASCU institutions, are now offered in Brazil, Canada, Italy, Malaysia, and Mexico. Many colleges also have their own international study programs. Finally, almost one-third of the colleges are hoping to develop new international/intercultural programs--most with an emphasis on undergraduate curriculum.

Many of the developments in international/intercultural curricula represented by this gross survey data were found to have innovative elements. The case studies in the following five chapters exemplify differing approaches to international/intercultural education on small, medium, large, and non-traditional campuses. Later chapters provide vivid descriptions of many other programs which were listed only briefly in the AASCU Survey. These approaches were brought to life by campus visits including interviews with administrators, faculty, and students and visits to libraries, centers, and classes.

III

Adams State College of Colorado: A Case Study of a Small College

> Having reached the end of physical frontiers, having reached into outer space, perhaps now it is time for the nation to cross the frontier it has so long been evading: to come to an accurate knowledge of itself.
>
> Mirrored back to it will be an image formed by virtually every culture on this planet: a chorus of faces, a symphony in which many instruments figure, many melodies; in which there are dissonance and disharmonies, counterpoint, themes that rise and fall away, the music of a social whole in which diversity is the presupposition and the glory. The United States is not a melting pot, nor a mosaic, nor a salad, nor a stew. But it is a symphony. Learning to appreciate each instrument, each form, each theme, each possible combination, is how one learns to appreciate good music--and also the genius of this land. (Michael Novak)

How can a college or university help each student to learn to appreciate the cultural diversity of America? How can this appreciation be expanded to include an appreciation of cultures in other nations of the world? How can a college which trains many teachers help them to appreciate cultural differences in order to work effectively in American public schools?--with the five million American children who speak some language other than English? and, with the school population which includes 6.7 million Black Americans, 2.3 million Spanish-speaking Ameicans, 330,000 Asian Americans and 322,000 Native Americans--along with 25.5 million other Americans whose ethnic origins may be Greek, Italian, Irish, Jewish, Ukranian, Scandinavian or many others?[1]

Adams State College is chosen as a case study because its programs provide some answers to these important questions. It exemplifies an approach to intercultural education which uses multicultural resources as a springboard.

At this small, rural, comprehensive state college there is a deep commitment to bringing people together through intercultural understanding. Having a knowledge of the background and the special needs of the population of the region--as well as of the students enrolled--Adams State College has designed intercultural and international studies and

1. Source: National Education Association, Data for School Enrollment for 1972.

programs to provide the following: (1) curriculum which builds on the rich, regional cultural heritage; (2) special programs for linguistically and culturally different students; (3) teacher-education curricula for multicultural settings; and, (4) intercultural and international programs with roots in ethnic studies--but which reach to other cultures and stretch to many foreign lands.

The College

Like more than half of the AASCU member institutions, Adams State College (ASC) is a small, rural college which emphasizes the education of teachers. Enrollment in 1975-76 totalled FTE 2,783 and Headcount 2,825, and there were 142 FTE teaching faculty. ASC is located in a rural farming area, called the San Luis Valley, in central Colorado in the small town of Alamosa--population 8,500. Alamosa is 220 miles south of Denver, and 180 miles north of Albuquerque, the closest large population centers. The San Luis Valley has a population whose ethnic composition is 47 percent Chicano.

History and Instructional Program

Adams State College was founded over 55 years ago as the State Normal School of Alamosa. When it opened in 1925, it was renamed The Adams State Normal School, and it offered four years of college work leading to the B.A. degree with a life certificate to teach in the public schools of Colorado. In 1929, the name changed again to The Adams State Teachers College of Southern Colorado. In 1945, the General Assembly changed the name to The Adams State College of Colorado to recognize development in fields other than teacher education.

The instructional program is divided into Professional Studies consisting of the Divisions of: Business and Economics; Cultural and Sociological Studies; Teacher Education; Physical and Recreational Resources; and Psychology and Guidance--and into Liberal Studies consisting of the Divisions of Fine Arts; Government and Philosophy; Humanities; Scientific and Technological Studies.

It offers degrees in 54 major fields and confers the A.A., B.A., B.S., and the M.A. degrees and pre-professional and teacher training certification. The majority of the students come from Southern Colorado, and the student body is 22 percent Chicano. More than half of the students enrolled receive financial aid (57.4%)--with the average award being $927. Approximately one-third of the students hold employment.

Mission and Goals

As stated in the introduction, the mission of the College is to prepare teachers and to offer programs in liberal arts and pre-professional education. The goals listed under the general education objectives consist of seven statements about skills, attitudes and understandings to be developed. However, the second goal is worth emphasizing: "...(to encourage students) to exercise responsibility in the local, national and world communities." This statement offers one clue to the international emphasis at ASC. More clues are found in the catalog, which contains

entries under "International Education Program", "Foreign Students", and "Multicultural Understanding Committee." A firmly established, and institutionalized program should be referenced and described in the college's catalog.

Administration and Faculty

President John Marvel came to Adams State College in 1966 from the University of Wyoming where he served as Dean of the College of Education. During 1975-76 he served as President-Elect, and during 1976-77 as President of AASCU. For several years he was an active member of the AASCU Committee on International Programs, and he helped to encourage the development of the AASCU international study centers abroad. Along with six other AASCU Presidents, he took part in the seminar on the internationalization of curricula held near Guadalajara, Mexico in February, 1972, under a grant from the Organization of American States. This seminar brought together 14 leaders of higher education in the Americas--seven presidents of state colleges and universities in the United States and Canada, and seven rectors of private and state universities in six nations in Latin America, to address the subject: "Can Man Transcend His Culture?"[2]

President Marvel plays a leadership role in numerous national and international groups. He has served as a consultant to educational institutions in 24 states and 25 foreign countries. He was a member of an AASCU group of college presidents who traveled to the People's Republic of China in 1975 to study education there and directed one of the two AASCU groups which visited the Republic of China on a similar mission in 1976.

President Marvel shows by his example, and by encouraging many international and intercultural developments on campus, that he has a deep commitment to the field. As he emphasized recently to a group of educators at an international education workshop, "...each of us offers our institution as one of the greatest resources for developing global awareness."[3]

Faculty from many different ethnic and national backgrounds are encouraged to come to ASC. In addition, each year there are some foreign faculty on campus, and two or three ASC faculty members go abroad. Faculty exchanges both in the United States, and with foreign universities, are encouraged.

For two years ASC has granted faculty sabbaticals and awarded faculty travel grants for international travel and research, as part of the

2. Robert A. Marshall, Editor, Can Man Transcend His Culture?: The Next Challenge in Education for Global Understanding (Washington, D.C.: American Association of State Colleges and Universities, 1973).

3. AASCU Regional Workshop, "The International Role and Responsibility of US Higher Education," Denver, Colorado, April 22-23, 1976. (Co-sponsored by the Colorado Association for International Education).

faculty development program--by using funds from the ASC Foundation. The purpose of the travel grant is to help the faculty member develop insights into foreign cultures and international education and to encourage attitudes for engendering international education on the home campus. Funds for international faculty travel are limited, and there are many more applications than can be granted. However, this is a small, but notable, program in faculty development for international understanding.

Special Programs of the College

Adams State College has a number of special programs for the college population it serves and for the people of the region. In addition to the curricular offerings described later, it has some programs which are assisted by federal or foundation funds. The federal programs include the following:

° Teacher Corps. The major objectives of the Teacher Corps are to strengthen the educational opportunities available to children from low income families and to assist colleges, universities, and local school districts in bringing about basic changes in the ways in which teachers are educated and used. These objectives are pursued through local projects that educate teacher-interns and place them in poverty area schools and communities in teams led by experienced teachers.

The thrust of the Adams State College Teacher Corps program is the preparation of teachers to meet the unique educational needs of the rural Mexican-American children through researching the life styles of such children and developing a teacher education program based upon this research. Upon successful completion of the program, the Colorado State Department of Education will issue Teacher Corps interns a Type A Teacher Certificate K-6.

° Special Services for Disadvantaged Students (TRIO) Upward Bound. One of the TRIO programs, focuses on generating skill and motivation necessary for success in education beyond high school among youth from low-income families with inadequate secondary school preparation. Special Services projects focus on low-income (or handicapped) students once enrolled by providing remedial and other supportive services to enable them to remain in college and complete their education.

° College Assistance Migrant Program (CAMP). This Program is designed to recruit and assist students of agricultural or migrant background during their first year of college. Its federal funding provides peer tutors and counselors to aid students with any academic or adjustment problems they may have.

The College also has a Kellogg grant for rural community development aimed at bringing the different cultural groups in the area together through a focus on career education, community relations, and relations with small businesses.

The Multicultural Understanding Committee

The Multicultural Understanding Committee, a standing Committee of Administration with wide faculty representation, has the assigned task of encouraging and strengthening programs and activities to develop multicultural understanding. The Committee Chairperson is the Director of International Education at ASC, Dr. Carleton Anderson. The Committee has three active subcommittees: Special Programs, Ethnic Studies, and International Education. The umbrella Committee serves to integrate several elements of international and intercultural education which tend to be separated conceptually on many campuses, and its name describes its purpose succinctly.

International/Intercultural Studies and Programs

The Spanish and Mexican heritage of Southern Colorado comes immediately to mind when you hear such Spanish names as Alamosa, San Luis Valley, Sangre de Christo Mountains, and El Rio Grande Del Norte. For Southern Colorado, New Mexico, Arizona, Texas, and Southern California all have historical and cultural ties with Spain and with their southern neighbor, Mexico.

Chicanos and native Americans are the largest ethnic groups in the region--especially Chicanos, for the ethnic composition of the population of Alamosa and the surrounding farm region of the San Luis Valley is approximately 47 percent Chicano. Actually, the Chicanos in the region are made up of three immigrant groups. First, there were the Spaniards who arrived with Cortez in the 1500's, and then the Spanish Colonials who settled in the southwestern United States on Spanish land grants. Many of their descendents still live in the region and have Spanish surnames--but few of them speak Spanish. Second, there are people of Mexican descent and Indian descent who lived in the region for several generations and are well assimilated--often this group has forgotten their native language. Third, there are the Mexican Americans who have immigrated there--most of whom speak Spanish and do not speak English well. People from all three of these groups are called Chicanos, or sometimes Mexican-Americans; but they do not always form a homogeneous group.

Intercultural and International Curriculum

Cultural and Sociological Studies. The Division of Cultural and Sociological Studies offers students preparation to become social studies teachers, to combine sociology with a social services emphasis; or to major in one of the specializations: Anthropology, Geography-earth Science, Mexican American Studies or Sociology. The Division also offers its courses to fulfill part of the Basic Studies requirement of the college, and as general electives. Several courses for the Anthropology and Sociology specialization focus on the Southwest and its peoples such as, The Ethnology of the American Southwest, Minority and Ethnic Relations, Folk Medicine in Mexican American Culture, and Contemporary Chicano Trends.

Mexican American Studies. This major is offered by the Division of Cultural and Sociological Studies and offers five required courses and 24 electives. Among these courses are the following: Introduction to Mexican American Studies; Mexican American Dance; History and Culture of the

Southwest; History of Colonial Latin America; Mexican American Political Movements; and Psychological Principles Applied to the Mexican American Child. All majors in Mexican American studies are required to attain a matery of Spanish, and students electing a minor in the Program also are encouraged to do so. The Program was in its third year in 1975-76 and had 40 majors, all of whom were Chicanos. Among the 45 students who had elected the program as a minor, 40 were Chicanos and five were Anglos.

In line with the policy of encouraging students to experience another culture firsthand, it is recommended that students working toward the major or minor in Mexican American Studies spend at least one quarter at the AASCU International Study Center in Mexico. In fact, since the Center was started in 1972-73, students from ASC have always been the largest group from any AASCU institution. In 1974-75, for example, 103 students studied at the Center and more than one-fourth of them were from ASC.

Foreign Languages. The Spanish courses offered at ASC are particularly rich in variety, for such a small college, and comprise a balanced offering of contemporary cultural study together with history and literature. Spanish students, in particular, are encouraged to study in Mexico for at least one quarter. In fact, the Director of International Education at ASC is a Professor of Spanish, and he is also Chairman of the Multicultural Understanding Committee. In addition to teaching, he also coordinates the ASC Study-Abroad programs, and is the campus contact person for the AASCU Mexico Center.

Teacher Education. At ASC the efforts to inject a multicultural dimension into teacher education are significant. First, all prospective teacher students are required to take a course whose catalog title is hardly descriptive of the content. The course is titled Education Foundations II--but its subtitle is, "Multicultural Issues in Education." (Until 1976 the course was subtitled Social and Philosophical Foundations.) This new course is specifically designed to address the cultural diversity of American society and it emphasizes the study of four ethnic groups--Chicanos, Native Americans, Asians and Blacks. This is a significant effort to give every teacher being educated at ASC some insight into multiculturalism and what that implies for a teacher in American society. We can be assured, therefore, that every prospective teacher has at least some exposure to multicultural issues through this required course. Furthermore, many of the teachers take the type of courses listed in the preceding sections, as part of basic studies or as electives. Finally, teachers at ASC can elect to earn a certificate in bilingual education.

Elementary teachers can earn a bilingual education certificate by taking a minor in Bilingual Mexican American Culture. This program attracts many students, and in 1975-76, there were 45 majors, six of whom were Anglos and the rest were Chicanos. There is considerable demand for teachers educated in bilingual education--expecially in Colorado--one of the states which has implemented the mandated program in bilingual/cicultural education for the kindergarten through third grades in many school districts. All graduates of the ASC program last year received offers of jobs. I was told that many of the Chicanos in the program were not fluent in Spanish at the beginning, but studied Spanish along with the Anglos and many went to the AASCU Mexico Study Center to help improve their Spanish.

The Faculty member with the primary responsibility for this bilingual program is an active member of the Multicultural Understanding Committee. She has also helped to design the Multicultural Issues in Education Course and helped to make it a requirement for all teachers. This same individual has been encouraged to attend regional and national meetings on multicultural education. The afternoon I talked with her she was leaving to go to Washington, D.C. for a national meeting on the subject sponsored by the American Association of Colleges for Teacher Education--an association which has played a leadership role in multicultural education.[4]

International Programs of Study-Abroad

ASC gives strong endorsement to reinforcing campus study with first-hand experience of another culture. In a brochure describing international study possibilities for students the policy is spelled out: "in accord with the idea that a student's understanding of his own civilization and culture is not adequate until he has studied another from which to survey his own in a new perspective, Adams State College is endeavoring to provide its students with such opportunities--both on-campus and off-campus."

Students are encouraged to study abroad at the relatively low-cost AASCU International Study Centers in Mexico, Italy, and Canada; and students are encouraged to take part in the Brazilian Exchange Program which will be described later. Adams State College is the Agent Institution of the AASCU Mexico Center. Transportation costs are reasonable for ASC students, since Mexico is close to Southern Colorado. Furthermore, the Mexico experience, in particular, meshes with the various curriculum offerings and the backgrounds and interests of many ASC students.

The AASCU International Study Program in Mexico. The AASCU Mexico Study Program was at the University of the Americas in Puebla for several years, but labor strikes during 1976 forced the Program to be closed. Adams State College is still the Agent Institution for a new international study program in Mexico offered to AASCU students in cooperation with the Northwest Council of Colleges, a consortium of five colleges. The group includes four AASCU members--Western, Eastern and Central Washington State Colleges and Grand Valley State Colleges--and also Linfield College. The Consortium has established a Mexico Instructional Center in Guadalajara where U.S. students can go to study year-around. Students are not required to be proficient in Spanish before going to the Center. However, they are encouraged to study Spanish, and nine Spanish courses are offered, including several advanced literature courses. Faculty members from Consortium-member colleges and from Mexican universities offer a wide choice of classes--especially concentrating on those courses which are related to Mexican history, culture or contemporary problems; or those courses which can be strengthened by being offered in the Mexican environment such as Education in Mexico or Economic Geography of Mexico. In 1976-77, 44 courses were offered in nine fields of study for the three quarters and the summer session. The Center is run by an on-site Director, who also helps students

4. William A. Hunter, ed., Multicultural Education Through Competency-Based Teacher Education (Washington, D.C.: American Association of Colleges for Teacher Education, 1974).

locate living accommodations with Mexican families. The Program offers a study-abroad experience in the Mexican environment at low cost to American undergraduate students, without requiring special language expertise. It also provides a living-working experience abroad for 10 to 15 U.S. faculty members each year.

The Brazilian Exchange Program. Since 1970, the North American and European headquarters for International Education of the Catholic University of Salvador, Bahia, Brazil, has been located on the campus at Adams State College. The full-time Director, Dr. Sam Kimble, is Vice President for International Affairs for the Brazilian University. This is the only Latin American University with an office in the United States. The office was established at ASC after representatives from the Brazilian university sent out 3,000 letters of inquiry to American colleges and universities. They received 3,000 letters of inquiry to American colleges and universities. They received 3,000 catalogs and only 20 written responses in reply. The letter from the President of Adams State College expressed great interest and enthusiasm, and emphasized the possibility of using the office at ASC as a natural connection point with other AASCU institutions--especially since ASC is carrying out a similar role as the agent institution for the AASCU Mexico International Center.

The major objective of the Brazilian program is to offer North American students an opportunity for an orientation to Brazilian culture and language by studying at the Catholic University in Brazil; and to also encourage Brazilian students to study in U.S. colleges. Other objectives include to create a better image of Brazil and to increase interest in Brazil and its language among North American students. Last year, 85 American students and ten Canadians went on the Program. A relatively small number of AASCU students have shown an interest in this program--even though the program includes free room and board in Brazil. Efforts are being made to encourage greater participation among AASCU institutions and among other U.S. colleges and universities--especially small institutions which do not have their own study-abroad programs in Brazil.

Inter-Institutional Linkages

Adams State College is a member of the Colorado Association for International Education[5] whose purposes are to:

> enable the institutions of higher education in the State of Colorado to develop cooperative programs in the field of international, intercultural education; and to inform the citizens of Colorado about relevant issues and their importance and implications for higher education in the area.

Membership is open to institutions of higher learning, organizations, corporations, and individuals. Association activities include: study abroad programs, foreign student projects, seminars, lectures, workshops,

5. For more information contact: CAIE Secretary, Office of International Education, University of Colorado, Boulder, Colorado 80302.

and international study tours and group flights.

The International Student Program and the Vietnamese Refugee Students

The ASC philosophy of international education emphasizes the commitment to encourage international students to come to ASC and to integrate them into the mainstream of campus and community life. Each year, ASC has had 15-25 students from ten or twelve foreign countries, including Brazilians from the Brazilian Exchange Program. The depth of this commitment is exemplified in the description that follows.

After the tragic fall of Saigon, on April 29, 1975, the refugee camps in the United States quickly filled with Indochinese refugees. Many were potential college students and others had attended college in Vietnam or Cambodia before fleeing to the United States--but most had no sponsors, no way to leave the camps, and no way to obtain a higher education. President Marvel was one of the AASCU Presidents to persist in his desire to take refugee students into his College. After many months of complex negotiations, he succeeded. In conversations in early summer, he stressed two goals: To supply these young individuals with an appropriate setting for living and learning so they could fit productively into American life; and to bring enrichment to the ASC campus and community. By working with the U.S. Government's Inter-Agency Task Force for Indochinese Refugees, and through the U.S. Catholic Conference--the sponsoring agency--it was finally arranged that ASC would select 50 students to enroll in the Fall of 1975.

This effort may be similar to the stories of other university personnel who have worked with many other foreign students who have come to college in the U.S.--but it is punctuated with overtones of poignancy and with elements of dire financial need which make it a success story worth recounting.

First, it whould be emphasized that no extra funding was obtained for this effort from the Federal or State Government. All the refugee students were given the opportunity to apply for the same financial aids as any U.S. college students in need: namely, the Federal Basic Educational Opportunity Grant (BEOG) and the Supplementary Educational Opportunity Grant (SEOG), and the Campus Work-Study Program. These sources were eventually utilized for these students--but were not available until after the college year had begun. Once the decision had been made to select the students, it was the dedication and hard work of the ASC faculty and administrators, together with many individuals in the town of Alamosa, which assured the successful assimilation of the refugee students.

Between the lines are moving human stories, but the outline of events is as follows:

* The President and college officials met with the Rotary, Lions, and other community groups to explain the effort and elicit interest and support.

* Potential students were interviewed by ASC student affairs representatives, at Fort Chaffee, Arkansas. After interviews, 50 were accepted, and 43 finally came to ASC.

°Students arrived in Denver in mid-September by air with no money and very few clothes. Their arrival was covered by the local newspapers and by two TV stations in Denver. They were brought to Alamosa by bus and each student was settled into a dormitory room with an American roommate.

°Three days were spent in intensive orientation arranged by the Foreign Student Advisor. Students were greeted personally by the President, the Vice President, and other college personnel. College applications, BEOG forms, course selections, etc. were filled out. Each student's schedule was limited to 12-14 hours of classes. All students were entered as freshmen initially since none had official records, and most needed English and study skills.

°The Foreign Student Advisor, a full-time teacher ordinarily, was given released time from one class to help with the refugee students.

°Clothing was a special problem, because of the severe Colorado winters, and many community groups, individuals, and the ASC Foundation donated funds to purchase clothing and boots and many individuals donated articles of clothing.

°Medical and dental needs were met initially with donated funds until Medicaid was available for refugees. A local dentist continues to offer free dental care, and the Lions Club assists with free glasses.

°Financial aid packages were set up for each individual after arrival. College expenses and books were put on a deferred payment basis until the necessary funds were obtained. Students were required by the State of Colorado to pay out-of-state tuition approximately ($1,500/yr) in spite of the concerted efforts of Colorado educators to arrange tuition waivers. (Only the states of Arizona, Florida, Louisiana, Nevada, and for some cases, Pennsylvania, allowed the Indochinese refugee students to register as in-state students for tuition purposes.)[6] The final package included BEOG, SEOG, Work Study and a one-time payment of $300 (of the $500 allotted by the U.S. Government for each individual sponsorship) from the U.S. Catholic Conference which sponsored the students. Finding work-study jobs for the 43 students on the small campus, especially considering that most had little or limited English capability, was difficult and time-consuming, but it was accomplished.

°Considerable personal counseling was needed because of the difficult circumstances that brought these young people to the U.S. Many students suffered from lonliness, anxiety, culture shock, and depression, and most were completely out of touch with their families and relatives. After a few months they became happier, less anxious, found friends among ASC students, and began studying and learning.

°Academic advising and helping with study skills was an important need. Students were followed closely by the FSA. During the fall quarter, four students had a grade point average of 3.5 or above. By the winter quarter 12 students had a grade point average of 3.5 or above, and one student had a 4.0.

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6. The State of California has recently passed a similar law.

°Supportive services included speech and hearing tests in the ASC clinic, and all students were enrolled in both the campus Basic Skills Laboratory and the Reading Laboratory. The FSA English teacher was allowed to teach a special English course for these students only.

°Community contacts were established immediately. Individuals offered to serve as host families and all international students, including Vietnamese, were placed in homes for Thanksgiving and Christmas. The students were requested to speak or entertain at several community functions, and over the year, 35-40 ASC foreign students, including the Vietnamese, were placed to speak at 15 different group meetings in the community. One church group invited all 43 Vietnamese students to a special dinner.

°Social service needs of the group were great. Obtaining forms for Medicaid and Aid to Dependent Children (which were allowed for the refugees by a special government ruling of the International Refugee Act) involved much complex paperwork. Local doctors, dentists and pharmacists, worked closely with the FSA for this effort. One Vietnamese couple wanted to get married and the red tape involved in this saga would make a separate chapter. They were finally married in a Buddhist ceremony.

°The FSA worked closely with the sponsoring Catholic Agency, and with HEW personnel to supply information, to attend meetings, and to discuss assimilation problems.

°Of the original 43 students, only one girl left, to care for her sick mother. Two additional students enrolled in the spring quarter, bringing the number to 44. Only four have transferred--mostly to be closer to relatives--and eight other Vietnamese students applied in the fall of 1976.

Half of the Vietnamese students were interviewed when I visited ASC. They were cheerful, pleased to be at ASC, were learning and were planning for their futures. One gifted eighteen year old Vietnamese girl was studying English and Spanish--having already mastered Vietnamese and French--and was hoping for a career as a UN translator. Two of the older men students (who had been pilots in the Vietnamese Air Force) were planning to obtain engineering degrees after mastering English.

This program was a tremendous undertaking and in the words of the Foreign Student Advisor, who helped so much over the entire year, "It <u>does</u> demonstrate what a small college can do when there is a real commitment to international education."

Summary and Adaptable Ideas

Adams State College is a small college in rural Colorado in a community with a large proportion of Mexican Americans. Through a deep commitment to intercultural understanding, Adams State College has built a multi-faceted curriculum related to the special needs of its students and the region it serves. The College further demonstrates a mission to multi-cultural understanding by attracting a diverse group of foreign students, such as the Vietnamese, and assimilating them on campus and in the community. Administratively a Multicultural Committee, comprising a wide range of faculty is charged with encouraging and strengthening programs dealing with multicultural understanding.

Adaptable Ideas

Many colleges and universities could adapt the following from Adams State College:

1. Gather support for the college's mission to intercultural education through presidential leadership.

2. Involve as many constituents as possible in the planning and implementing of programs.

3. Use ethnic resources as a springboard to intercultural and international education.

4. Stimulate the mixing of cultures by attracting foreign students and assimilating them into the campus and community.

IV

Lock Haven State College: A Case Study of a Small College

> It is essentially through international education that people acquire some degree of perception and perspective about the world, both as to the varieties of preferences and aspiration in different societies and as to the common humanity which unites all societies. (Senator Fulbright)

The following headlines describe recent international developments at one small, rural AASCU College:

°Latin American Studies Major Approved

°Fourteen Prospective Teachers and One Faculty Member Exchange Places with English Counterparts.

°Two College Interns Appointed to the Secretariat of the Organization of American States

°New International Club Attracts 50 Members

°Foreign Students Arrive from Vietnam, Malaysia, Japan, the Cameroons, Nigeria, Tanzania, Morocco, Algeria, Nicaragua, Mexico, Argentia, and England

°Undergraduate Exchange Program with a Polish University Begins

Let us now drive up the Susquehanna River into the scenic Allegheny Mountains in Central Pennsylvania to visit this college. Along the river and on the outskirts of Lock Haven, a town of approximately 13,000 residents, is Lock Haven State College (LHSC), a college with a hundred year history. It is a small college in a quite small-town environment, but students here have many opportunities to learn about and to experience the large outside world.

At LHSC there is a deep commitment to international education. How this commitment is translated into action--into planned studies, programs, and activities which pervade the campus and the community--is the theme of this chapter. Lock Haven State College was chosen as a case study because it demonstrates what commitment to international education can mean when combined with imagination, encouragement of initiative, perseverance, and a maximum spread of involvement. It also demonstrates the importance of establishing numerous links, and of developing mechanisms which institutionalize international programs--making these programs not just a temporary phenomena supported by a few staunch individuals--but an integral part of the institution.

The College

History and Academic Philosophy

Lock Haven State College was founded in 1870 as the Central State Normal School, offering a two-year program to train teachers for the Pennsylvania public schools. In 1927, the school became a four-year, degree-granting college of teacher education. With the inauguration of the Arts and Sciences degree program in 1960, the College assumed the role of a multi-purpose institution and now offers both Bachelor of Arts and Bachelor of Science degrees in liberal arts fields, as well as the Bachelor of Science in Education in Elementary and Secondary Education and in Health and Physical Education.

Student enrollment has been under 2,400 for several years. In 1976-77, the enrollment was FTE 2,315 with a Headcount of 2,393, and the teaching faculty numbered 170.

The philosophy of the college is to encourage the development of the individual while providing a liberal arts background as well as specialized training in a variety of areas. Most of the students are native Pennsylvanians, but the college encourages students to come from out-of-state and from many foreign countries. International students numbered 35 in 1975-76, and 23 were registered in the Fall of 1976 with more expected the next term. Forty LHSC students were studying abroad in 1976, and three faculty were teaching abroad full-time.

Mission, Goals, and Objectives

After several years of study, recommendations for new missions for the 14 Colleges of the State College and University System were recently adopted by the Pennsylvania Board of State Colleges and University Directors (1975-76). As a group, each college is to carry out the mission of continuing to educate teachers and to offer liberal arts education. In addition, each college is to take on the new mission of functioning as a center for the life-long recurrent educational needs of citizens. They are also to offer degree programs in the following: business, public administration and public service; human services, including health professions and/or health services; and technologies. The heart of the State College program will continue to be baccalaureate-level programs in the arts and sciences, with selective masters-level programs. In addition to these shared general missions, each of the 14 colleges has been designated to develop, or continue to develop, an academic degree program, or programs, in other areas appropriate to its resources, its location, and the demand for the program. Lock Haven State College has been given the mission to develop programs with an emphasis on international education. One such degree program has been approved recently--the Program in Latin American Area Studies.

This should not be interpreted to mean that Lock Haven State College is the only Pennsylvania College which has international studies and programs--for that certainly is not true. Several of the Pennsylvania colleges have

excellent international programs and studies; and hopefully all would give increasing attention to this vital segment of education. (References to international programs in other Pennsylvania colleges are included in other chapters of this report.) However, it does mean that Lock Haven State College may be allowed to offer an academic degree program in international studies; and thus this state mandate encourages Lock Haven to continue developing international education programs to carry out its stated mission.

The goal of the educational program at LHSC is "to stimulate each student's intellectual life, to develop his sense of individual and community responsibility, and to impart knowledge and understanding of his own and other cultures." There are several stated objectives related to the intellectual, spiritual, emotional, and physical abilities to be promoted by the College. Learning objectives for the students are four, with the fourth one of special interest to this study:

1. Acquire through general studies the knowledges, skills and values needed for effective living in his own culture.

2. Use effectively the skills of written, oral, and visual communication.

3. Become informed and intellectually curious about himself as a human being, about the natural world and about his own cultural heritage.

4. Appreciate other cultures through a knowledge of their arts, religion, politics, and technology in order to live more effectively as a world citizen, employing knowledge of the past to understand current and future problems.

It is clear, therefore, from its mission as a member of the Pennsylvania State College and University System, and from its stated goals and specific learning objectives, that Lock Haven has a commitment to help each student develop an appreciation of other cultures and a world perspective.

Administration and Faculty

F. N. Hamblin became President of LHSC in 1970, coming from Northern Arizona University where he was Academic Vice President. In addition to many years of service to higher education in the United States, he has been involved in international development and international education since the 1950's. In 1953-55, for example, he served as Executive Director of the U.S. Educational Foundation in Greece. He has served also as a consultant to the U.S. Department of State, the Agency for International Development, the Peace Corps, the U.S. Office of Education, and the Conference Board of Associated Research Councils, and he has traveled widely consulting on the problems of education in many developing countries. He has served on the AASCU Committee on International Programs for several years, and during 1975-76 was Chairman of the Committee.

President Hamblin is deeply interested in world problems, the developing

nations, and increasing international understanding. His leadership and encouragement have been key factors in the development of international studies and programs at LHSC. He encourages administrators and faculty to use initiative and to develop and implement program ideas; as a result, many individuals at LHSC are busily engaged in translating ideas into working programs.

The administrators and faculty at LHSC offer many resources for intercultural and international programs. There are faculty members interested in and teaching about various areas of the world and world problems in many parts of the college. The foreign language department is particularly strong for a small college. Among the faculty are a number of individuals born in foreign countries and from various ethnic origins. In developing the Polish exchange program, for example, Lock Haven was able to draw upon the knowledge and experience of nine staff members of Polish origin in various college departments, three of whom speak Polish fluently and most of whom understand the language. Many LHSC faculty have traveled widely and several have worked and lived abroad. Lock Haven's formalized exchange programs with colleges in several foreign countries enable a few faculty members each year to obtain the experience of living and working in another country; and foreign faculty are brought to Lock Haven State College each year by the same mechanism.

Academic Programs

The College is divided into three schools: Arts and Sciences; Teacher Education; and Health, Physical Education and Recreation. B.A. degree programs are available in the School of Arts and Sciences in the general areas of the Humanities, Mathematics, and the Natural Sciences. It is also possible to major in English, Foreign Languages, History, Philosophy, Political Science or Social Welfare. The new degree program in Latin American Area Studies in the College of Arts and Sciences will be described later. The Bachelor of Science degree is available with majors in Biology, Chemistry, Geography, Mathematical Computer Sciences, Physics, or Biology-Chemistry. Specialized programs are available in the Arts and in Professional Studies. The School of Teacher Education offers a Bachelor of Science in Education and the School of Health offers a Bachelor of Science in that field.

Proficiency in a foreign language is required of all B.A. degree programs and of some B.S. degree programs. Foreign language majors can specialize in Spanish, French or German. Self-instructional taped and printed materials are available in the library and language laboratory in Polish, Modern Greek, Hebrew, Portuguese, Swahili, Japanese, and Arabic.

Administrative Structure to Facilitate International Programs

LHSC has a Director of International Education, Dr. Marcus Konick, who works with a committee to make recommendations regarding developing and strengthening International Programs. The Director of International Education is also Associate Dean of the School of Arts and Sciences at LHSC, and he reports to the Vice President for Academic Affairs. He also serves the college as representative to the Pennsylvania Consortium for International Education. In 1975, the International Education Committee

was formed. Members include three faculty, two students, one administrator, and the Director of International Education, who is an ex-officio member. The Committee elects its chairman. During 1975-76, the Committee met weekly for an hour and a half and also called several special meetings, as needed. I attended one meeting of this active group and was interested in the wide range of ideas and developments being carried on simultaneously by many different individuals--from planning new curricula to student teaching abroad. During the year 1975-76, the Committee reviewed all existing international programs, made recommendations for the development of several new ones, recommended selection criteria for choosing students and faculty to go abroad, and developed guidelines for the evaluation of international programs. The variety of international programs and activities at the College are testimony to the encouragement of the administration and the hard work of the various committee members and numerous other faculty.

International/Intercultural Studies and Programs

Curriculum for International Studies

As described in the section on Mission, Goals, and Objectives, Lock Haven State College has a State mandate, as well as a College mission to develop programs in international studies.

The Latin American Area Studies Major. This major was approved by all local and State agencies and is now being implemented. It includes a conventional mix of courses on Latin America, together with a foreign language proficiency requirement, and a senior seminar in Latin America. One important adjunct of the program is the internship in the Organization of American States (OAS), though the experience is not limited to Latin American Studies majors. Other relationships with the OAS are being explored by faculty members.

Student Internships at the Organization of American States. In the Spring of 1976, after several months of preparation and without government aid, LHSC sent two of its students to work in a pioneer internship program at the Washington, D.C. headquarters of the Organization of American States. One student, a junior majoring in political science, spent the semester with the Permanent Council of the OAS, while the other, a senior Spanish major, worked with the OAS Multinational Program in Educational Technology. Two more students went in the Fall of 1976.

The students received academic credit for this work from the College and were paid a salary by the OAS to cover their living expenses in Washington.

The U.S. Congress has recognized that such programs deserve financial support, for in March, 1976, Bill 12268 was introduced in the U.S. House of Representatives "to develop opportunities for programs that give students practical experience with organizations involved in international activities and to provide financial assistance for students participating in such programs." The progress of this bill should be of interest to international educators.

International Studies Major. The International Studies Review Committee, a faculty group, under the direction of the Dean of the School of Arts and Sciences, proposed a program in 1976 for an International Studies Major at LHSC. It includes an interdisciplinary matrix of courses broadly centered in the social sciences which allows for the development of a narrower emphasis at the senior level. It is hoped that the program will provide students an entry into occupations such as the U.S. Foreign Service, and international commerce and law, as well as to selected academic areas at the graduate level. Courses can be selected from Geogrpahy, Economics, Political Science, History, Sociology and Anthropology, and the Arts, Language courses are required, together with a choice from World Drama, World Literature, Non-Western Literature or Modern World Literature. Three senior seminars are included in this program. By the senior year, an emphasis is to be chosen in foreign languages, in an area of the world--Europe, Asia. Latin America or America--or in International Trade and Finance.

Programs of Mutual Exchange

Lock Haven State College has developed programs of mutual exchange with universities in various parts of the world--a large number for such a small college. Each program was begun modestly, was carefully designed and worked out, and required meetings between the university administrators involved.

The Nottingham/Lock Haven Exchange. In September, 1971, a student exchange program was inaugurated between Lock Haven State College and the Nottingham College of Education in England. The program involves a group of 14-16 students from each college, men and women, who exchange places for one semester. The program is known as a "bed-for-bed" program because students at both colleges pay their own respective fees and then simply change places. Students are accompanied by faculty members from their own colleges, who also change places, living quarters, and automobiles; and who serve as student advisors. Since 1971, 84 Lock Haven students have gone to England under this program and 84 British students have come to Lock Haven. Six faculty members from each institution have also participated.

The Program generally has included 14 upper-level Lock Haven students from the School of Teacher Education each year. They take tutorials at the Nottingham College and do student-teaching in British schools. The 16 British students, in turn, take course work at Lock Haven and do student-teaching in Pennsylvania schools. The program is expanding to include more students, to allow exchanges both semesters, and to include LHSC students who wish to take courses at Trent Polytechnic's six schools as of 1976.

Each spring, the Lock Haven students planning to go to Nottingham the following semester meet with the faculty or students returned from Nottingham on the Lock Haven campus for orientation sessions.

The cost of participating in the Nottingham Student Exchange Program is the same as spending a semester at Lock Haven State plus only transportation costs to England (and extra spending money).

British students at LHSC and American students who had gone to Nottingham

have all been enthusiastic about the experience. Both groups have insightful comments about the school systems in both countries, and all wish the program could last for an entire school year. The friendships that develop under this type of program are often lasting. In some cases, for example, a Lock Haven student has roomed with a British student who came to Lock Haven the next year and roomed with him or her in the United States. The program provides a relatively low-cost intercultural experience.

The Polish Exchange Program. Arrangements have been completed for a student exchange program between Lock Haven State College and the Marie Curie--Sklowdowska University in Lublin, Poland. This is one of the few American student exchanges with a socialist nation totally at the under-graduate level. Its purpose is to provide students from both countries with opportunities for learning about the language, culture, and spirit of peoples from a very different social order. The Marie Curie University is the only Polish university with a centralized campus and with facilities for faculty living accomodations and complete student dormitories. It has over 17,000 students and a faculty of 1,200 members. Over 30 percent of the materials in the large University library are in the English language.

On September 21, 1976, ten students and two Lock Haven faculty members departed for Poland. Of the ten students, eight were from Lock Haven and two students were selected from the Massachusetts State College System. In Poland the students will study the Polish language, history, and culture as well as subjects of their choice in English.

Polish counterparts will arrive in January, 1977, and all will be graduate students engaged in special research projects. They will be encouraged to audit classes at LHSC, also.

This project, unlike the exchange program described for Nottingham College of England, is aided by a special grant of $15,000 under the HEW, Office of Education's program for Group Projects Abroad, to assist with faculty expenses and with faculty and student transportation costs.

Other details of the Project are similar to the English program, as the Polish Program is also a "bed-for-bed" program with extra student costs being limited to transportation and spending money.

Other Exchange Programs. Lock Haven has also sponsored an Inter-American Cultural Exchange Program with Argentina which has enrolled only one or two students so far. An exchange with the Nigerian College of Education at Abraka is in the development stage.

Lock Haven State College will serve as the Agency Institution to help implement a new agreement signed between the AASCU and the National University of Malaysia to exchange students and faculty between the Malaysian University and AASCU institutions. This program has been developing over a period of several years, and began with representatives from several AASCU colleges visiting Malaysia in 1974.

The Lock Haven State College experience with these programs of mutual exchange demonstrates several important points. Establishing such programs takes time, travel, and a great deal of perserverance and careful planning.

Once established, a program of mutual exchange has many benefits. Specifically, it allows long-term relationships of mutual benefit to develop between the two universities. Often, a small exchange program grows into a larger program, or into a program of mutual assistance and faculty training. If the original framework and contractural arrangements are carefully worked out to be broad and somewhat flexible, then an exchange program can function for years; and it can expand and change somewhat, as conditions in the two countries or the needs of the participants change. Such programs are of great value to both faculty and students who have a semester-long exposure to another culture and to another system of education. The exchange program should also be viewed as a significant vehicle for faculty development--and one which requires little or no additional funding. It enables U.S. faculty to go abroad to live and work in a different culture, and the foreign faculty who come to the U.S. also enrich the U.S. institution.

Student Teaching Abroad

A program which began in 1976-77, will provide opportunities for 13 Lock Haven students to do student teaching in American-sponsored schools in Quito, Ecuador, in Berlin, Germany, and in Vienna, Austria. Although the students will teach in American schools and in their own language, they will live in the homes of local families and sample the local culture.

Foreign Students

Lock Haven State College encourages the enrollment of international students. There were international students from eight different countries enrolled at LHSC in the fall of 1976. Among the 23 international students, six were from Vietnam, partly as a result of the year-long efforts of the President to make arrangements for this group. (The following chapter, the case study of Adams State College, describes an extensive program for Vietnamese refugee students.) Five of the foreign students on the LHSC campus for 1976 had full tuition waivers and one had a half-waiver--as authorized by the state of Pennsylvania. In addition, the LHSC Board of Trustees authorized five additional foreign student tuition waivers, and they were granted to applicants for the Fall of 1976. International students are provided counseling, help with English on an individual basis, and a community host-family program. LHSC plans to begin an intensive English language program next summer.

Activities designed to integrate foreign students into campus and community life, and to utilize their particular backgrounds and experiences include the following:

°An International Club for foreign and American students which was formed in 1976 and has 50 members. It sponsors activities, such as international trips and dinners, establishes links with similar clubs on nearby campuses, and helps to integrate foreign students into campus life.

°An Intercultural Residence Hall was established recently on campus. It provides a focal point for foreign and American students to live together and to mix socially. Foreign students are allowed to cook their own foods in this dorm and to stay there during holidays, if they have not

arranged to stay with their host families. The Hall will also be used as an "International Center" for some campus and community events.

°Foreign students from LHSC are encouraged to accept invitations to speak to community groups and public school classes and to act as interpreters, translators, and tutors--as appropriate.

In general, LHSC thinks of its foreign student program as reciprocal: the foreign students obtain training for their needs and the needs of their countries and they learn about American culture; at the same time, foreign students enrich the college and the community and are a resource to help Americans to learn more about the world and to develop intercultural understanding.

The programs of mutual exchange, described above, furnish a regular means for bringing many foreign students to LHSC from England, Poland, Argentina, and other countries where such programs are developed. In addition to these programs, individual students from abroad are encouraged to come to Lock Haven; and the process is facilitated by the tuition waiver policy and by various campus programs which help to integrate the students into campus and community life.

Inter-Institutional Links

The Pennsylvania Consortium for International Education (PCIE). This Consortium was founded "in order to provide for an effective organization and coordination of educational resources toward the advancement of international education in the Pennsylvania State College and University System." All of the fourteen members are also AASCU members from Pennsylvania. The Lock Haven State College representative has played an active role with the Consortium.

The Consortium implements new programs and provides coordination and support for established programs of member institutions, including:

°Sponsoring summer programs of study in Salzburg, Austria and Jalapa, Mexico which provide an opportunity for faculty and students of all member institutions to study abroad.

°Publishing a newsletter and a directory of study-abroad programs on member campuses.

°Establishing recommended guidelines for the remission of tuition for foreign students in Pennsylvania institutions. (Pennsylvania is one of the few states which has a policy for foreign student tuition waivers in state institutions.) For several years, one foreign student tuition waiver was allowed for each 500 American students enrolled; presently individual colleges can offer more such tuition waivers at the discretion of their Boards of Trustees.

°Providing a critical language self-instructional tape program which is available on loan.

°Arranging charter flight programs for faculty and students of member

institutions to and from Europe.

°Facilitating a faculty enrichment program to promote international education on the campuses through a series of seminars. In 1975-76, the seminars were on world literature.

°Sponsoring special projects such as the 1975-76 program in the Eastern part of the state--a one-day symposium held at Shippensburg State College on the theme, "Problems in an Interdependent World." The Western Special Projects Program was on the theme: "Ethnic Contributions to the Making of America" with programs held each month on a different campus. The May program was held at Lock Haven State College on "Contributions of the Peoples of Black Africa to the Making of America."

The Pennsylvania Council for International Education (PaCIE). The Council is an organization open to all private and public Pennsylvania institutions of higher education, as well as various Pennsylvania non-teaching agencies. Members include 27 institutions of higher education who are active members; seven such institutions which are associate members; and three special members--the Department of Education; the Department of Education, Higher Education; and the Pennsylvania Association for Higher Education. Lock Haven State College also belongs to this Council.

The purposes of the organization are to: (1) develop and improve cooperation and communication among members; (2) foster long-term growth of international education through cooperative strengthening and expansion of the international curricula and activities of members; (3) foster the establishment of joint study, research, training, and technical assistance projects abroad among the member institutions; (4) preclude, where possible, among membership, costly duplication of effort.

The Council promotes joint endeavors of international exchange; has held a symposium on the improvement of teacher education as related to international studies; and maintains a computerized listing of faculty competencies and interest in the international field. It holds an annual meeting in late fall, planned to strengthen and expand the international curricula and activities of member institutions.

Links with the Community

Although Lock Haven State College is located in rural Pennsylvania, the region is a developing industrial area. The small town of Lock Haven has several corporations with international scope and operation. For example, the international headquarters of Piper Aircraft is located in Lock Haven. The company employs over 1,500 individuals, maintains offices in several states and many foreign countries, and has a large overseas sales force. Other companies located in the region also have international offices or interests. Many of the townspeople employed at Piper Aircraft and other companies are aware of the importance of international business and are becoming more interested in world affairs.

The College works closely with individuals from the community and from these companies on cultural and athletic events--including many internationally oriented activities. Campus educational activities, extra-

curricular lecture series, and symposia cater to this growing interest and also help to strengthen it.

Some examples of community-college cooperative efforts are:

°Piper Aircraft executives have served on the LHSC Board of Trustees.

°The annual Piper Aircraft international sales meeting was held at the Sloan Fine Arts Building on the Lock Haven State College campus in 1976.

°Faculty members from the college help with interpreting and translating services when companies have international visitors, and those visitors are often invited to address college groups.

°An International Affairs Symposium, "As Others See Us: The American Image Abroad" was given in October of 1975, with the cooperation of key organizations, committees and clubs on campus. Officials from the embassies of Argentina, Australia, Denmark, Egypt, France, India, Indonesia, Israel, Mexico, Nigeria, and Great Britain came to the college and gave presentations on the theme. All sessions were followed by discussion. The Symposium attracted a large group of campus people and townspeople.

°Sports events, which always attract many community people, are given international overtones by introducing foreign faculty at football luncheons and by inviting foreign teams to compete.

°Host families are arranged for all foreign students desiring them, and the students are invited for dinners, weekend special trips, and sometimes for an entire summer. In this way the foreign students gain a personal sense of American life and American families gain an enriched understanding of a foreign culture and an international dimension of their thinking.

Summary and Adaptable Ideas

Lock Haven State College is a small college in a small town in a rural area. It has adopted the mission of developing intercultural and international programs and activities and created the organizational structure to achieve its goal. Through strong administrative support and leadership it has developed several mutual exchange programs which serve faculty and students, including student teachers. Furthermore, it has linked with the community to share in programs and activities of mutual benefit.

Adaptable Ideas

Many colleges and universities could adapt the following from Lock Haven State College:

1. Give strong administrative support to carry out a commitment to international education.

2. Encourage small and informal efforts to stimulate interest in the international dimension.

3. Develop mutual exchange programs for faculty and students.

4. Develop internship and/or work experience programs for students at international organizations.

5. Work closely with individuals and organizations in the community.

V

The University of North Carolina at Charlotte: A Case Study of a Medium-Sized University

On this shrunken globe, men can no longer live as strangers. (Adlai E. Stevenson)

The University of North Carolina at Charlotte (UNCC) is part of the sixteen campus system of the University of North Carolina. Enrollment in 1976 was FTE 6,454, Headcount, 7,815, with the number of FTE faculty being 423. UNCC is located nine miles from the center of Charlotte, in the largest urban center of the two Carolinas--a metropolitan area with a population of almost 400,000. The 10-county area surrounding the University, known as Metrolina, has a population of more than one million. Experts predict that the area will become the fifth largest urban complex in the nation by the turn of the century. Charlotte is viewed as the geographic, cultural and business center of Metrolina.

A primary mission of the University has been developing teaching, research, and public service programs related to urbanization. The UNCC Institute for Urban Studies and Community Service, formed in 1970, is the primary vehicle for relating university resources to the needs of the urban regions in that state and for helping to carry out UNCC's stated objectives as an "urban university." However, in addition, there is also a powerful drive to develop the international dimensions of the university. This powerful drive and the international programs that are being implemented are the particular focus of this case study. UNCC is presented as an example of a medium-sized AASCU urban university which has succeeded in developing a significant international program in concert with its urban mission.

The Program for International Studies rests upon a firm University commitment and serves to coordinate and expand efforts on and off campus which foster an international dimension in the life of UNCC students and faculty and in the surrounding community. The chronology of the development of the Program and the various elements of its operation comprise the bulk of this case study in the hope that these details will be helpful to individuals who may be at one stage or another of a similar developmental sequence in their own institutions. The case study also serves as an outstanding example of an international program which utilizes and orchestrates a multitude of university, community, and regional resources.

The University and the Community

History and Organization

UNCC can trace its lineage to 1946 with the establishment of the Charlotte Center of the University of North Carolina. In 1949, the Center became Charlotte College, offering a junior college curriculum; and in 1963, Charlotte College became a four-year institution. In 1965, the North

Carolina General Assembly made the College a campus of the consolidated University of North Carolina and that was the beginning of university status. UNCC is the fastest growing institution in the state university system. Enrollment increased 31.2% from 1968 to 1969 and 31.9% from 1969 to 1970--among the largest increases in the nation. The student Headcount in 1967 was 2,014, and by the fall of 1976, it had increased to 7,815. Since 1970, student enrollment has increased by more than 10% per annum, and it is predicted that the University will continue to grow, although not necessarily at that same rate. Teaching faculty has increased from 116 full-time members in 1967 to 423 in 1976. This huge faculty expansion in response to student enrollment has also resulted in a significant growth in faculty expertise and expansion of academic programs--which has a direct impact upon the development of international studies curriculum.

UNCC is fully accredited by the Southern Association of Colleges and Schools and by a number of professional accrediting boards and societies. It offers 40 degree options in 25 different departments. The University's educational structure is divided into eight Colleges, each covering one or more academic areas and administered by a Dean. The Colleges at the UNCC are Architecture, Business Administration, Engineering, Human Development and Learning, Humanities, Nursing, Science and Mathematics, and Social and Behavioral Sciences. The UNCC offers the B.A., B.S., M.A., and M.S. degrees in several fields.

Administration and Faculty

The University has grown under the able leadership of Dean W. Colvard who was elected first Chancellor of the Charlotte Campus in 1966, the same year the University awarded its first B.A. degrees. Chancellor Colvard came to UNCC from Mississippi State University where he was President from 1960-1966. The Chancellor has had considerable experience with and a deep interest in international activities. Specifically he has served on many distinguished committees and commissions among which were: the Mississippi Governor's Latin American Committee (1961-64); the Committee on the Professional School and World Affairs sponsored by Education and World Affairs and The Ford Foundation (1965-67), and the American Council on Education's Commission on International Education (1965-68). He has served as a Special Consultant to the State Department for an Educational Mission to Thailand (1960), and to Escuela Agricola Panamericana, Honduras (1971).

Chancellor Colvard has traveled around the world/and visited 22 countries. More recently he was a member of an AASCU group of college presidents and chancellors who traveled to the People's Republic of China in 1975 to study education there, and he accompanied a similar group which visited the Republic of China on a parallel mission in 1976.

Careful recruitment over the last ten years has assembled a highly qualified group of administrators and faculty. The predominantly youthful faculty has accepted the challenge of building a new and modern university--one which is aware of and receptive to its commitment to the wider community it serves. Scholars concerned with international and intercultural studies are found in such departments and colleges as Anthropology, Architecture, Business Administration, Economics, Geography, History, Human Development and Learning (education), Foreign Language and Literature,

Philosophy, Political Science, Religious Studies, and Sociology. More than 60 faculty members with a keen professional interest in international studies have been identified, and there are several faculty who were born in foreign countries. In 1976, six foreign faculty served on campus. More than 20 faculty members travel abroad each summer, and many of those faculty members have been involved in college, regional, or state-wide international activities--but until recently they have operated in isolation from each other. The Program for International Studies at UNCC is designed to coordinate and integrate this wellspring of intellectual talent which was fragmented and compartmentalized in several colleges and departments in the past.

It is an accepted truism that gragmentation and compartmentalization of fields of study occurs on most college campuses and is reinforced by the traditional university structure of schools, colleges, and departments. In fact, many feel that the traditional university organizational structure is the major obstacle to the development of an essentially interdisciplinary and cross-disciplinary curriculum program such as international studies. It is also an obstacle to making international programs an integral part of the university.[1] It, therefore, is of special interest to observe how the UNCC--a university organized along basically traditional lines--has managed to develop ways to use its rich faculty resources from the separate departments and colleges to develop a planned, coordinated, and effective program for international education.

Students

Students at UNCC generally come from lower or middle income families, are often first generation college students, and are mostly from the Charlotte-Mecklenburg area or from within a radius of fifty miles. Over two-thirds of the students commute, and they rarely take the opportunity to spend more than the required class time on campus. According to the Director of International Studies, "it would be accurate to view the typical student as rather parochial, neither well-traveled nor possessing much knowledge of other cultures and societies. The students are vastly unaware of the ethnic diversity of their own community and of the increasingly interdependent world in which they live." The Program for International Studies at the UNCC was established to respond to the educational needs of these students and to make them aware of the relevance of international studies to their lives--no matter what career aspirations they may have.

Purposes of the University

The purposes of the University, as stated in general principles in the catalog, include helping each individual develop self-awareness; developing excellence in undergraduate teaching and graduate programs of teaching and research; responding to the needs of a rapidly urbanizing society; developing programs for lifelong learning; and treating each person as an individual. In addition, the following principle relating to international

1. See Education and World Affairs, The University Looks Abroad: Approaches to World Affairs at Six American Universities (New York: Walker and Company, 1965), pp. 266-268 for a discussion of leadership and organization.

education is quoted in full:

> In order not to limit its horizons to the boundary of the county, state or nation, however, the University emphasizes international issues, realizing that much of learning is international in origin and scope.

In a proposed mission statement the Chancellor asserted:

> UNCC recognizes the increasing interdependence of all people and cultures and the important implications this fact holds for succeeding generations. Therefore, the University accepts as a major obligation the provision of instructional, research, and service programs designed to foster in students, faculty, and members of the surrounding community an increased knowledge and understanding of intercultural differences, similarities, and interdependencies.

Community Resources

We have examined the university briefly and highlighted its resources; let us look now at the community resources and some possible interfaces with the community of Charlotte and the Charlotte-Mecklenburg region.

As the largest urban center of the two Carolinas, Charlotte has a history of sensitivity to the importance of developing good interracial relations in Southern communities. The Black Studies Program on campus and the Program for International Studies are both planned to help promote a better understanding of racial, ethnic, and religious diversity.

The city of Charlotte offers major resources for a program in international and intercultural studies. Charlotte has an ethnic diversity which complements university efforts to strengthen the intercultural understanding of its students. Over 10,000 foreign-born people from at least 56 countries reside in the city. In fact, Charlotte has been called the "melting pot" of the Souther, for as one newspaper article states: "Charlotte has grown from an old-time bacon-and-grits Southern town into a city with spicy international seasonings, from an overwhelming homogenous culture to one with many nationalities, languages, religions, foods and customs." [2]

Over fifty internationally-oriented firms have offices or plants in the area, and within a radius of fifty miles over sixty such firms exist. Some of these are U.S. businesses with overseas divisions and some are foreign firms with U.S. offices in the Charlotte area. These firms employ thousands of residents, both Americans and citizens of other nations. There are numerous possibilities for establishing links between the campus international studies program and these multi-national corporations.

2. "Charlotte, N.C.--Melting Pot, U.S.A.?", The Charlotte Observer, Sept. 28, 1975.

The ethnic diversity in the region and the existence of international corporations has a direct impact on the UNCC's international program, and the impact is growing. The community provides many resources such as expert speakers, participants for intercultural events, additional funding for program activities, employment for graduates, and the foundation for an internship program in multi-national corporations. In addition, there are many internationally-oriented community needs and demands to which the University is beginning to respond. For example, UNCC is developing courses in the English language, in business subjects in foreign languages, and in international trade, finance and marketing; and is providing more intercultural activities and planning numerous scholarly activities such as lectures, seminars, and workshops on international topics.

International/Intercultural Studies and Programs

Historical Development

The Program for International Studies at UNCC has taken more than six years to develop. The steps in this process are detailed below, and then a brief analysis of the process will be presented.

°An organized effort began in 1970, when the Chancellor appointed an all-University International Studies Committee comprised of students, staff, and faculty from nine Departments and Colleges charged with the task of developing recommendations for an international studies program for the institution. Specifically, the Committee was to develop a program to meet the following objectives:

> to develop the international dimensions of general education in the University community; to better prepare students and prospective teachers for lives and careers in an increasingly interdependent world through acquisition of knowledge and understanding of the people with whom Americans share the planet earth; and to prepare future citizens and teachers to deal with cross-national problems by increasing their literacy in world affairs.

The Committee worked for several years on this task, and from the beginning its philosophy reflected both an interdisciplinary and a comparative approach to international education.

°After several meetings dealing with the general directions that a program at UNCC might take, five outside consultants were invited to campus at different times to review various facets of potential program areas.

°After the consultant analyzes and recommendations were received and following further Committee deliberations, five subcommittees were established to study and develop specific recommendations for five program areas: curriculum, joint efforts with other educational institutions, overseas study, an office and director of international studies, and general international studies programming and activities in the life of the campus. The subcommittees developed their recommendations after

several months. (All deliberations by these subcommittees and the consultants' reports were open to the entire campus community.)

°The subcommittee reports were reviewed by the entire International Studies Committee and a final consolidated plan for a Program for International Studies was approved unanimously by the Committee and submitted to the Office of Academic Affairs. In its formal recommendations to the University's Office of Academic Affairs, the Committee made this statement:

> the Committee endorses the concept of a flexible, varied and evolving plan dedicated to the goal of promoting individual intellectual sensitivity to foreign and cross-national cultures and values. Our Program should afford opportunities for the development of attitudes unencumbered by the limitations of our own social and cultural orientations. The objectives of such study should be a basic understanding of man, his human condition, his potential, his privilege, and his obligation.

Among the many detailed recommendations of the Committee were the following major ones: to establish an Office of International Programs; to appoint a Director of the Office; to develop an international studies curriculum as an option for a co-major; to expand overseas opportunities for faculty and students; and to increase international activities for the whole University and the community.

°The all-University Senate, at the request of the Office of Academic Affairs, reviewed the proposal during the fall of 1973 and after several open hearings, the proposed Program for International Studies was approved with only slight modifications.

°The curriculum features of the International Studies Proposal were reviewed next by the University Academic Policy and Curriculum Committee and received endorsement in April, 1974.

°Final institutional approval was then sought from the top level of the UNCC University administration. Approval for implementation was received from the central administration of the University of North Carolina during the spring of 1975.

°On July 1, 1975, Dr. Earl L. Backman, Associate Professor of Political Science and Assistant to the Chancellor, was appointed as half-time Director of the Program for International Studies. He was to retain his Assistant to the Chancellor position for one year and then become full-time Director. He has served as full-time Director since July, 1976 on a twelve-month appointment. He retains faculty status and teaches one course each semester. Since the appointment of the Director, rapid progress has been made in implementing the goals of the planned Program for International Studies.

°The Director now is guided by a 24-member International Studies Advisory Committee composed of faculty, students, and staff with representation from many departments and colleges of the University. The

Program is designed to integrate various international activities; provide direction to new efforts; assess the role of international studies on campus and in the community; and to expand activities, as appropriate.

This description of the developmental sequence at the UNCC is important in order to understand the numerous time-consuming steps which were taken (or, if you prefer, mountains which were scaled) to develop the institutional framework for the comprehensive Program for International Studies which now exists at UNCC. These steps, laborious and time-consuming though they may be, seem to be necessary within most univeristy structures. In fact, the process has several advantages including the following: many members of the faculty and the administration are involved and become committed to the program; the process gives faculty and administrators time to get used to a different idea and to work out strategies for handling it which are appropriate for their particular situation and setting; and, most importantly, the program becomes an integral part of the university. Indeed, in this case, by appointing the Assistant to the Chancellor (a tenured and respected faculty member) as Director, the University has succeeded in institutionalizing the Program, giving it visibility, putting the Chancellor's stamp of approval on it, and providing a Director with administrative authority, responsibility, and the proper academic credentials all at the same time.

Too often a program for international studies is started on the fringes of the regular university structure by a group of very enthusiastic people; however, when the enthusiasts leave, the program withers and dies--because it has not been institutionalized. Furthermore, as will be seen later in this discussion, it is only after a similar developmental process that outside funding can be attracted and used most productively. Although some might argue that outside funding is necessary to start such a program, evidence from my observations at 50 campuses suggests that a well organized and planned international program is more likely to be attractive to outside donors; and furthermore an institution is in a position to make the best use of the outside funds if it can use these funds to deepen and strengthen an already existing program.

Goals of the Program

The long-range goal of the Program is to create an environment conducive to increasing the international dimensions of the University community and to expand innovative efforts designed to prepare students better for the world of the future.

The main thrusts of the Program are (1) to establish a concentration for students wishing to emphasize international studies in their course activities--thus increasing students' knowledge and appreciation of diverse cultures and understanding of the wide implications of interdependence; (2) to increase the international dimension of the UNCC campus community; and (3) to develop a better interface between UNCC and Charlotte by responding to the particular needs of the community and by utilizing off-campus resources.

Implementing the Program

The Program includes curriculum and activities for students; programs for

faculty and for the university community; and outreach activities for the community and surrounding area. The major elements of the Program are described below.

An Undergraduate Concentration in International Studies. The Program for International Studies, by offering a concentration, allows students to pursue an interdisciplinary and comparative study of foreign cultures and societies while they fulfill the academic requirements for a major in one of the approved University degree program. In addition to their major requirements, students are expected to complete a minimum of eight international courses in at least three departments outside their major and course work in at least one foreign language.

A program of study fulfilling this option may be viewed from a variety of perspectives: topically, e.g., world population, poverty, violence, and war and peace futures; geographically, e.g., the Soviet Union, Eastern Europe, Africa, Asia and Latin America; or chronologically, e.g., ancient, medieval, or modern. Most students are expected to be majoring in the humanities, the social sciences or business; however

> students majoring in any of the following disciplines may earn a concentration in international studies: Accounting, Architecture; Biology; Business Administration; Chemistry; Earth Science; Economics; Engineering Analysis and Design; Engineering Science, Mechanics and Materials; Engineering Technology; English; French; Geography; German; History; Human Development and Learning; Law Enforcement and Administration; Mathematics; Nursing; Philosophy; Physics; Political Science; Psychology; Religious Studies; Sociology; Spanish; Urban and Environmental Engineering.

The concentration draws its offerings from over 150 courses taught by more than 60 UNCC professors in 10 cooperating departments. New teaching techniques are encouraged and being tried including simulations, role-playings, academic games, and team teaching.

Students seeking certification in international studies plan their program with departmental advisors and with the Director of International Studies. He assists in planning the concentration and reviews and approves all certificates in International Studies. Transcripts of students satisfactorily completing this program will include the statement: "Concentration in International Studies."

Interdisciplinary Courses. In addition to departmental courses, several university-wide, interdisciplinary courses are planned for the spring of 1977. These core interdisciplinary courses are designed to provide a broad overview of international studies. Each student will be advised to take one of these courses and, if possible, all three. A heavy enrollment from students not concentrating in international studies is expected and encouraged.

The first interdisciplinary course is titled Global Development: Invest-

ment in Human Survival, and it has eight central themes including: (a) A new Ethnical Structure for Global Peace; (b) Comparative Demographic Trends in 1976: The Malthusian Dilemma in a 200-Year Perspective; (c) Human Health: A Comparative International Balance Sheet; (d) Man's Most Important Resource: Food; (e) Comparative Social Organization, Law, and Human Violence; (f) International Defense Expenditures and Human Survival: The Great Human Paradox; (g) Are Synthetics a Reasonable Substitute for Current Resource Scarcities?; (h) The United Nations: An Organization in Search of a Purpose. The course has an innovative feature. It will be organized by a political scientist who will select eight guest faculty specialists from various university departments to aid in preparation of the course. After carefully researching one of the assigned topics listed above, each specialist will present a paper and lead a follow-up discussion. Faculty specialists will be selected from among those who have demonstrated exceptional creativity and interest in research and teaching, and they will be given released time for this special preparation. This Global Development course, in addition to being an ambitious and aggressive assault on parochialism, also has variety and avoids traditional disciplinary compartmentalization. Furthermore, it is designed to encourage and reward faculty members for exceptional intellectual contributions to the University community.

The second interdisciplinary course is titled, Culture and Health: An Interdisciplinary and intercultural Examination. The course will be team-taught by faculty members from Nursing, Sociology, and Philosophy to provide an interdisciplinary analysis of the effects of cultural factors on health. Several geographical areas will be examined, including countries in several stages of development. Each of the three faculty members will devote one-quarter of their semester teaching load to the course. Multi-media presentations will be utilized, in addition lectures and discussions.

Teacher Education and International Education. The Director is presently chairman of the Teacher Education Committee and is working actively to encourage international studies curriculum development for prospective and in-service teachers. North Carolina has expanded the requirements for secondary history teachers, and the Teacher Education Committee is helping to develop new curricula for world areas and cultures previously not studied. Summer institutes are planned for social studies curriculum experts. The Director worked with five teachers to develop a new course: International Education for Secondary School Teachers in which 30 were enrolled last semester and many more were turned away. He also encourages international studies co-majors among prospective teachers.

Providing Overseas Travel and Study Opportunities for Faculty and Students. A "Faculty Development Seminar in India" program is planned with the Southern Atlantic States Association for Asian and African Studies (SASAAS). (SASAAAS). The purpose of the seminar is to study the interaction of urban development with traditional culture in India. The major objectives are to assist 16 selected faculty participants to: develop new university-level courses on the subject; integrate South Asian and urban-oriented units into existing courses and increase interest in international education at the secondary school and collegiate levels by producing a source-book of readings on the subject for these groups and for in-service teacher education programs. UNCC applied to the Office of Education, Division of

International Education for funding under the "Group Projects Abroad" program for this project.

A mini-semester abroad experience is planned for 30 students and two faculty members during May between the end of the spring semester and summer school. The two faculty members will receive travel grants and are expected to utilize the experience abroad to develop new curriculum materials or to revise materials for existing courses. Funds for the faculty study abroad experience are provided by the budget of the Program for International Studies.

Exchange programs are being developed with a college of nursing in England to facilitate the exchange of faculty and students both ways. Other exchange and study-abroad programs are also being planned.

Inter-institutional Links. Ten colleges and universities in the Charlotte area are joined in The Charlotte Area Educational Consortium. The purpose of the Consortium is to work together, provide cross-enrollment for courses, share library facilities, and plan joint efforts including seminars and study abroad opportunities.

Foreign Students. The Charlotte Area Educational Consortium has formed a Foreign Student Advisor's Council. The Chairman of this Council is a staff member of UNCC's Program for International Studies, serves UNCC as foreign student advisor, and is Chairman of the Committee of Advisors to Foreign Students and Scholars (CAFSS) of the National Association of Foreign Student Affairs (NAFSA) for Region VII (seven southern states). The Foreign Student Advisor's Council supported the establishment of an ELS Language Center in Charlotte to provide intensive English language training for college-bound international students. The Charlotte Center is the eighteenth in the nation. The ELS Language Center offers intensive English to international students with little English background, thereby preparing them to enter U.S. colleges and universities adequately prepared.

As a relatively new university, the UNCC has not attracted many foreign students in the past. However, in 1976-77, the foreign student population doubled, and there are presently 40 students from foreign countries, the majority of whom are Iranians. Because the foreign student advisor serves as Assistant to the Director, the foreign student program is linked to the international program office. Numerous efforts are being made to integrate the foreign students into campus life and to utilize their backgrounds and experience to help internationalize the campus. The establishment of the ELS Language Center will aid in recruiting foreign students and in giving them a quality English language program before entering the university.

Community Outreach Activities. The UNCC has sponsored The Great Decisions Program,[3] for five years, the largest local program in the nation. The

3. The Great Decisions Program is a planned framework for discussing timely issues with community groups or organizations. Each year eight themes are addressed which coordinate with other programs of the Foreign Policy Association, including its Headline Series and its sponsored TV and Radio programs. More information can be obtained from The Foreign Policy Association, 345 East 46th St., New York, New York 10017.

Program for International Studies will organize and administer the Great Decisions Program for the region in the future. In the past, between 7,000 and 10,000 citizens, including high school and community college students in the surrounding counties, have benefitted annually from the program. The program involves 2,000 adults in the community and links with each school district in the 20 counties served by the University. This year the program will offer college credit for UNCC students, community college students, and interested adults. Some of the Great Decisions meetings for college credit will be held on campus, with eight faculty members from the UNCC presenting lectures and leading discussions each week.

In April, 1976 the UNCC, together with The Charlotte Observer, the local newspaper, sponsored a Great Decisions Banquent with John Scali, former United States Ambassador to the United Nations, as the principal speaker. In previous years, Dean Rusk and Thomas Hughes have been banquet speakers.

°The International Festival, a yearly event at UNCC, is also sponsored by this office which gives students, faculty, and citizens an opportunity to sample the cultural diversity which enriches their community. The Chancellor of the University offers the welcoming address at the international banquet which climaxes the day-long event. Several community firms contribute food, drink, and funds to help finance this popular event. In 1976 an estimated 8,000 to 10,000 people attended, up from 3,000 to 4,000 people in 1975. The Festival is held on campus, thus bringing a large group of citizens to the University. The UNCC foreign language department, the Program for International Studies, and various community groups are the Alliance Francaise and other ethnic groups among which were the Greeks, the Scandinavians, the Hungarians, the Puerto Ricans, the American Indians, and Latin Americans. The 1976 International Festival, included 25 ethnic booths with displays of arts and crafts, entertainment--including music and 15 dance groups in a dance festival--and international foods.

°A five-week symposium was held in 1975 on the "Comparative Role and Status of Women and Men: A Cultural Exploration." This symposium drew an enrollment of 200 each Wednesday night and more than 300 other individuals were turned away.

°In November, 1976, a two-day symposium was held on "Alternative World Futures: Prospects for the 1990's." Two of the renowned participants were Girard Piel, publisher of Scientific American and Saul Mendovitz, Director of the World Future Studies Project.

°Other activities sponsored or encouraged by the Office include a monthly newsletter about international activities, an international film festival, and programs to involve foreign students in campus and community life.

Educational Activities Planned with the International Community. An internship program is being developed to provide students concentrating in international studies a practical experience in an agency or business with an international component. Funding for this project will come primarily from the private sector, and several businesses interested in

employing student interns have been identified.

Individuals and organizations involved in international business operations have requested UNCC to provide a variety of educational services associated with international studies including translation services, courses for their employees, orientation for the spouses of their foreign employees, etc.

In 1974, the Governor of North Carolina and a business delegation visited Scandinavia, Eastern Europe, and the Soviet Union in search of new economic relations. Preceding that trip, the State Legislature sponsored a conference, hosted by the UNCC, addressing the theme of broadening international interest in North Carolina through education. The conference was funded by a grant from the Governor's Commission on the International Interests of North Carolina. Its purposes were: (1) to improve trade and other economic relations with foreign countries; (2) to increase communication with foreign peoples for understanding, cultural improvement, and cooperation in matters of environmental conservation; (3) to stimulate the participation of citizens throughout the state and in its colleges and universities in formulating constructive policies for national security and peace; and (4) to make North Carolina by reason of geography, resources, and the business enterprises of its people a center for enlightened and beneficial relations among the nations of the world.

Funding the Program

Funds to support the Program for Interntional Studies come from three major sources for 1976-77: the University budget; an Office of Education grant of approximately $30,000 for the academic year 1976-77; and donations from community organizations and business firms.

In 1974, the Committee became aware of the possibility of applying for funds from the Office of Education, Division of International Education under the program: "Strengthening the International Dimensions of General Education at the Undergraduate Level." A proposal was prepared detailing efforts to date and requesting a grant to help with the further development of the University Program. Among the budget items requested were funds for the Director's salary, released time for faculty to plan courses, library acquisitions, etc. The proposal was turned down by the Office of Education in 1975.

However, the fact that the Office of Education turned down this request for funds did not stop the development of the Program for International Studies, as described. Naturally, some hoped-for activities had to be postponed; yet most plans went forward. In July, 1975 the position of Director of International Studies was established and funded by the regular University budget.

During 1976-76, the Director and the Committee, after consultations with representatives from the Office of Education about the rejected proposal, reassessed University commitments, rewrote the proposal, and submitted it again. It was clear to all concerned that the Office of Education was interested in helping to support programs similar to the one actually being implemented at the UNCC. The Director felt that outside funds would

have a catalytic effect on many of the program efforts. The second proposal did not request funds for the Director's salary, but did ask for some assistance in funding the position of an assistant director to coordinate the International Festival, the Overseas Semester, and the Internship Program; and it requested assistance for clerical help. A major portion of the budget is earmarked to released time for faculty to plan and prepare course materials for the three interdisciplinary core courses in international studies. Other items which are partially supported by Office of Education funds for 1976-77, include library and audio-visual acquisitions, lecturer and consultant fees, the International Festival, and travel expenses for two UNCC faculty to develop course materials abroad.

The UNCC staff continued with its planning and development work after submission of the proposal in November and was informed in June, 1976 that the grant would be awarded to the UNCC for the academic year 1976-77.[4] This late announcement made campus planning very difficult, but the Program continues to progress.[5]

To raise funds from community organizations and business firms, the Director has talked to numerous people and personally called on the president of every international corporation in the area. Last year he raised $8,000 in this manner. His goal for 1976-77 is to raise $10,000--especially to help fund the community outreach activities and faculty travel abroad. The Director sees these community contacts as a mutual exchange of interests, and he is assessing the needs and interests of the people he talks with in addition to trying to interest them in contributing to UNCC international activities. To give a specific example, the budget for the 1976 festival, held in September 1976, was $5,000. Approximately two-thirds of the funds were raised from the community contributions and one-third came from the Office of Education grant.

The UNCC budget, in addition to covering the salaries and office expenses for the Program for International Studies, also commits more than $1,500 in funds for membership dues to a number of internationally-oriented organizations. Among these UNCC institutional memberships are: AASCU and a contribution for the AASCU Office of International Programs; The Southern Atlantic States Association for Asian and African Studies (SASAAAS); the Institute for International Education (IIE); the National Association of Foreign Student Affairs (NAFSA); the Consortium for International Studies Education of the International Studies Association;[6] and the Charlotte Area Educational Consortium.

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4. One of 13 such awards for 1976-77, and the only grant to an AASCU-member institution that year. (UNCC was chosen as a case study before announcement of the 1976-77 awards.)

5. Regretfully, the complicated stages through which applications and appropriations must go for such government-funded programs seems to make an earlier announcement date difficult.

6. For information about the International Studies Association write to: Executive Office, International Studies Association, University of Pittsburg, Pittsburg, Pennsylvania, 15260.

Organization of the Office for the Program for International Studies

The Director of the Office reports directly to the Vice-Chancellor for Academic Affairs. The Director is assisted by a part-time Project Coordinator who works on the International Festival, the Overseas Seminar, and the Internship Program. This same person also serves as foreign student advisor. There is a part-time coordinator for the 14-county Great Decisions Program who serves in this position one-sixth time and teaches the remainder of the time. The Office also has a full-time secretary, a part-time clerical assistant, and two work-study students.

Summary and Adaptable Ideas

The University of North Carolina at Charlotte is a medium-sized university located nine miles from a major urban center. The University has developed a strong international/intercultural program by involving many faculty in the planning process. This faculty involvement has resulted in strong program support during the implementation phase. The University also demonstrated its commitment to the program by appointing a Director with faculty status who reports to the senior academic officer. Furthermore, careful cultivation of community groups, agencies, and businesses has led to continued growth and support of this program. Finally, an undergraduate concentration in international studies was made possible with the cooperation of faculty in many departments who individually were willing to explore the international components of their disciplines.

Adaptable Ideas

Many colleges and universities could adapt the following from the University of North Carolina, Charlotte:

1. Have the appointed administrator of an international/intercultural program report to the senior academic officer.

2. Solicit wide faculty cooperation in planning and implementing an international/intercultural program.

3. Encourage faculty to develop expertise in the international aspects of their disciplines.

4. Work with local public schools to develop international/intercultural curriculum.

5. Cultivate community cooperation and response to campus international/intercultural programs through citizen outreach activities.

VI

The University of South Florida: A Case Study of a Large University

> A world community can exist only with world communication, which means something more than extensive shortwave facilities scattered about the globe. It means common understanding, a common tradition, common ideas, and common ideals. (Robert M. Hutchins)

Visitors arriving at Tampa, Florida's spanking-new International Airport cannot help but be impressed by the sharp architectural lines and brilliant contrast between the bustling airport and the serene ocean beaches and tides viewed on descent. For a moment, my thoughts flash to an equally spectacular seaside airport at Abu Dhabi on the Arabian Gulf. I need to remind myself that I am on the West Coast of Florida, here to visit the University of South Florida. (The USF).

An international atmosphere greets the visitor the moment he steps from the monorail into the terminal. The Tampa Host International Hotel, the sounds of many languages, and a tempting array of wares in the numerous international boutiques are part of the mood. But more specifically, an eye-catching sign gracing a colorful, attractive office in the terminal hints that Tampa is no provincial southern town, but an exciting, international center. The sign reads: "International Cultural and Economic Center, Inc." Can it be that my work has begun already?

It seems so. The Center, a non-profit, non-partisan educational organization established "to provide its members with opportunities to discuss and analyze the issues shaping world affairs, American foreign policy, and related international issues," works closely with the USF. The University Coordinator of International Studies and Programs at USF--my host for the two-day campus visit--is both a member of the Board of Directors and Program Chairman for the International Cultural and Economic Center.

Within a few minutes of arriving in Tampa, I discovered, serendipitously, one outstanding example of the type of community outreach activity which is emphasized both by the University and by the international programs at the USF. There will be more about the Center later in this chapter.

The USF is chosen as a case study of international education in a large university for two main reasons: first, it is an excellent example of a balanced and coordinated university program; and second, the program furnishes a vivid illustration of the importance and value of establishing strategic links--links with campus individuals and units, local schools, community groups, other state universities, and foreign countries.

The University and the Community

The University of South Florida (USF) was founded in 1956 as a comprehen-

sive regional university to serve eventually the entire west coast of Florida. The first students arrived in 1960, the charter freshman class numbering 1,997. Enrollment in 1975-76 was FTE 14,485, Headcount 20,180 (four quarter averages including summer quarter), with the number of FTE faculty being 920. The USF is located in Northeast Tampa, a major metropolitan center with over a quarter of a million people, and the University provides educational services to a 12-county area serving over two million people. The USF was the first State university in Florida located purposely within convenient commuting distance of a large segment of the state's growing population. Regional campuses were opened in St. Petersburg in 1965, Fort Myers in 1974, and Sarasota in 1975. USF was fully accredited in 1965 by the Southern Association of Colleges and Schools. The University is part of the State University System, directed by the Florida Board of Regents and administered by the Chancellor and his staff in Tallahassee. The system now consists of nine public universities, 28 public junior and community colleges, and a number of vocational-technical centers located throughout the state.

Mission and Goals

The catalog is titled "Accent on Learning" and the special mission of the University has been the creation and development of instructional, research, and public service programs "oriented toward the solution of problems peculiar to the urban environment." Goals have included: providing the citizens of Florida with an outstanding public institution of higher learning; creating a community of scholars; providing opportunity for the development and training of the mind which promotes maturity, objectivity, and creativity; and providing a broad cultural and basic educational pattern for all students, together with programs of liberal, pre-professional, and professional studies.

To mark the 1976 twentieth anniversary of the University, a Task Force on USF's Mission and Goals was formed in 1974. This group was charged with making formal decisions about USF's future mission and goals. The Final Report of the USF Task Force on Mission and Goals, officially released in the Fall of 1976, contains an important statement about the mission of the University in the area of International Studies:

> Goal: Continue to develop appropriate University involvement in international studies and promote an awareness of their importance for the future of mankind.
>
> Comment. The shrinking of the world through the mass media; the interdependencies of world resources, economies and political structures; and the importance of honoring diverse cultures has given virtually every discipline a stake in global issues. The importance of understanding international issues in the search for world peace and the prominent role of the United States in this search clearly underlines the need for universities to provide leadership and expertise in bringing about an informed citizenry and know-

ledgeable leaders for international issues. The University needs to respond carefully but positively to this urgent need in ways that are compatible with already heavy demands on students and faculty.

This University Mission statement is significant. First, it expands the original University urban mission to give consideration to the whole world and to global issues. Second, it serves to emphasize the importance of bringing about an informed citizenry, as well as knowledgeable leaders. This emphasizes the USF's role in citizen education programs--a role which is a significant and growing component of the international education thrust of this University. The case study description which follows describes the manner in which the international side of the mission of the University is being carried out.

Programs Offered

USF has nine colleges: Arts and Letters, Business Administration, Education, Engineering, Fine Arts, Medicine, Natural Sciences, Nursing, and Social and Behavioral Sciences. Undergraduate degrees are offered in more than 100 academic areas by the University's Colleges. Graduate degrees are offered in more than 80 of these areas. Ph.D. programs are offered in Biology, with an emphasis on Marine Biology; and in Chemistry, Education, English, Mathematics, Psychology, and Medical Sciences.

Students

More than 90 percent of USF students are Floridians and more than 80 percent of the graduates reside in the state. More than two-thirds of all USF students are 21 or older and almost one-third of the students are married. The majority of upper division students are transfers from other institutions. (This is partly due to the fast growth of the community colleges system in Florida in recent years.) Black enrollment at USF is at about the five percent mark. Foreign student enrollment in 1975-76 was 390 undergraduates and 35 graduate students for a total of 425 or approximately 2.9 percent of the FTE enrollment for that year. This is a high percentage for an AASCU institution. The University's long-term objective is to enroll and educate a diverse student body.

Administration and Faculty

In its brief history, USF has had strong presidential leadership. The founder and chief architect of the new University was John Allen, an astronomer and educator who served as USF's first president from 1956-70. Cecil Mackey, economist and lawyer, became the University's second president on February 1, 1971, served for five years, and resigned to accept the presidency of Texas Tech on September 1, 1976. William Reece Smith, Jr., was appointed interim president after Dr. Mackey left. Dr. Smith, a prominent Florida attorney, is a graduate of the University of Florida Law School and served as a Rhodes Scholar at Oxford University in 1949. He serves on boards of numerous professional and civic groups including the International Cultural and Economic Center of Tampa referred to in the introduction. He also served on the USF Task Force on Mission

and Goals.

Administrators and faculty at USF come from a wide range of educational and cultural backgrounds. Inventories have been made periodically to ascertain which faculty members are qualified for international/intercultural teaching, research, or other types of programs. Many faculty members are foreign-born; and in 1974-75 five visiting foreign faculty served on campus and approximately 15 faculty members served abroad. The University of South Florida, therefore, has rich faculty resources for developing international/intercultural studies and programs, and faculty inventories help to identify qualified individuals.

International/Intercultural Studies and Programs

The major elements of the USF program include: Early History and the Role of the International Programs Committee; The Role of the Coordinator of International Studies and Programs; University Programs and Activities; Inter-institutional Efforts; Community Links and Dynamics; and Technical Assistance Abroad: The Basic Village Education project in Guatemala.

Early History and Role of the International Programs Committee

Ten years ago, in 1966, President Allen persuaded Mark T. Orr to come to the USF to help develop international studies and programs for the University and appointed him Coordinator of International Studies and Programs. Dr. Orr, a political scientist by training, has had extensive academic and international experience. He served four years with the Supreme Commander for the Allied Powers in Japan helping to design a new educational system for the Japanese.

The President also directed the Vice President of Academic Affairs to appoint a University Standing Committee--the International Programs Committee--and designated the Dean of the former College of Liberal Arts chairperson. Later the Coordinator was made permanent chairperson. The Committee's charge is to advise the Vice President for Academic Affairs and the Coordinator on matters pertaining to international studies--to help make policy, to review procedures, and to make recommendations.

Specifically, the Committee is to make provision for programs at the University of South Florida

> ...encouraging the development of a broad 'international dimension' throughout the University educational programs; and...reviewing existing and proposed international programs with particular concern for their appropriateness to the USF goals and objectives and to the Board of Regents policy relating to international programs; and...locating outside funding to support international programs.

The Committee meets two or three times each quarter. Membership on the Committee now includes nine faculty members representing the seven Colleges and appointed for staggered three-year terms; two students

appointed for one-year terms; the Coordinator of International Programs (ex-officio, voting, and chairperson); the Director of the Off-Campus Term Program (ex-officio and non-voting) and the Foreign Student Adviser (ex-officio and non-voting).

The major elements for program development were, therefore, put in place in 1966: University policies and goals were established; a coordinator was appointed and given responsibility and authority to help implement the goals; and a University-wide committee was formed to work with the Coordinator and the Vice President for Academic Affairs. In many respects, the ten-year history at the USF which tells the tale of developing and institutionalizing international programs is similar to the history at the University of North Carolina, Charlotte described in the previous chapter--especially at the University level. The remainder of this chapter will focus on the present-day international studies and programs at the USF.

The Role of the Coordinator of International Studies and Programs

One way to obtain an overview of the complex, interrelated elements of the USF international program is to list the many roles of the Coordinator--to display, so to speak, the many international hats which he wears.

At the college level, Dr. Orr is Chairperson, Department of Interdisciplinary Social Sciences and Director of the International Studies Program, through which he acts as sponsor of the Student World Affairs Council and the Overseas Information Center.

At the university level, he is Coordinator of International Studies and Programs and Chairperson, USF Committee on International Programs. He is Acting Director of the USF Center for World Order, a group incorporating the Committee on International Education which develops high school projects and teacher workshops and organizes USF foreign student activities in the public schools. He is also a member of the Foreign Student Advisory Committee.

At the state level, he is a member of the Florida State University System Committee on International Programs. At the community level, he is on the Board of Directors and is Program Chairman for Tampa's International Cultural and Economic Center, Inc.; on the Board of Directors of the Tampa Bay Area Committee on Foreign Relations; and a member of the Sister City Committee and World Trade Council of the Greater Tampa Chamber of Commerce.

In order to carry out these multiple activities the Coordinator is assigned two-thirds time for his administrative responsibility and one-third time for teaching courses in the International Studies Program.

This should not imply that one individual should invariably--or sometimes even can--wear so many international hats simultaneously. Indeed, most of the responsibilities listed above are shared and the brief listing does not name the hundreds of other people working together on these activities. Furthermore, in some of these roles, the Coordinator functions mainly as a catalyst--encouraging others; and, in some instances, his presence may be construed as a visible signal of the University's policy

of encouraging international program development in many areas. Continuity of leadership has been an important factor in the development of the USF's international programs. It should also be emphasized that forming standing committees, giving names to programs, and appointing directors are all part of the institutionalization process. I have visited several large universities where similar international responsibilities are more dispersed--which may be the best scheme in certain circumstances. However, the USF case does illustrate the different levels at which international/intercultural programs are planned and can occur and the extent to which they must be coordinated. The linking and coordinating function is necessary on any campus whether it be small, medium or large.

University Programs and Activities

Curriculum for International Studies. At the USF, and at most other colleges and universities, there are several paths which may allow students to take a few steps toward international and intercultural understanding. First, there are numerous individual courses such as Russian, African History, Comparative Politics, or Cultural Anthropology, to name only a few. Secondly, there are several major or minor programs offered in different departments which emphasize this type of education (or at least the programs may do so if the student selects his courses carefully, if the selected courses are actually offered, and if the instructor chooses such an emphasis). At the USF, for example, with its nine Colleges and 100 possible undergraduate majors, a student may select several traditional majors which could be labeled paths toward international/intercultural understanding. To cite a few specific examples: a student may earn a B.A. degree in Afro-American Studies, Anthropology, Geography, or Sociology in the College of Social and Behavioral Sciences; a student may select a Foreign Language major in the College of Arts and Letters (where B.A. degrees are offered in French, German, Italian, Classic Languages, Russian, and Spanish; and instruction is provided in Portugese, Modern Hebrew, Modern Arabic, Modern Greek, and other languages on occasion); or a student may select a Religious Studies Major in the College of Arts and Letters with some emphasis on comparative religions of the world.

However, in order to carry out a commitment to give students an understanding of contemporary global problems and increased cultural sensitivity, an organized structure which can encompass inter-disciplinary international studies must be created. Such a structure serves as a crossroads where unconnected pathways converge. Realizing this, the USF administration designed the Department of Interdisciplinary Social Sciences to organize and administer international studies.

The Department of Interdisciplinary Social Sciences is in the college of Social and Behavioral Sciences along with several traditional departments. This department has two main functions: to offer a number of interdisciplinary courses; and to administer two B.A. degree programs--Interdisciplinary Social Sciences and International Studies.

The interdisciplinary courses are of two types: (1) a series of courses which provide "the social science facet of the part of a formal university education which should be common to all graduates of the USF"; and (2)

courses designed to deal with cross-disciplinary problems in the social sciences. The Department's courses are provided as a service to all departments in other Colleges within the University and serve several specific interdisciplinary degree programs. A few examples from the 38 courses offered are: World Perspective, America's Role in World Affairs, The Universe of Man, Social Issues of Our Time, The Emerging Nations, etc. The Department has 14 full-time and four part-time members and the Chairman. The Chairman of the Department of Interdisciplinary Social Studies is the same individual who wears another international hat as Coordinator of International Studies and Programs.

The B.A. degree in Interdisciplinary Social Sciences offers an opportunity for a student to undertake an individually designed course of study with a concentration of at least 20 credits in one discipline and a second area of concentration with either a disciplinary or multidisciplinary focus.

The B.A. degree in International Studies is designed to enable students to undertake programs of study based upon the course offerings of not less than three departments of the Colleges which emphasize one of the following: (1) preparation for careers in international activities (e.g., international relations); (2) the study of particular international themes or topics (e.g., Global Problems in the Developing World); or (3) the study of particular regions or cultures (e.g., Latin America, Europe, or the Non-western World--An African and Asian emphasis). The B.A. degree program for each student is developed individually with the help of the International Studies Advisor--a former U.S. Ambassador who also lectures in the International Studies Program. For the major, at least six courses must be chosen from the international studies offerings of the Department of Interdisciplinary Social Sciences described above. The additional six courses required of the major must be selected from course offerings of at least two other departments which have international, regional, or cultural content. An additional requirement is that the student majoring in international studies must master an appropriate foreign language at the intermediate level (or demonstrate equivalent proficiency).

During 1975-76, the International Studies Program had approximately 90 majors, and it generally graduates 25 people each year. Counting majors may be displacing the emphasis. For, as the International Studies Advisor pointed out, each quarter large groups of students are attracted to the subject matter in the interdisciplinary social science courses. All courses in the Department are open to all students, without prerequisites--with the exception of the senior seminar. Some of the courses, particularly the topical ones, are attracting large numbers. To be specific, in the fall of 1976, there were three sections of "World Perspectives" with 40 or more students in each section and also three sections of "America's Role in World Affairs" with equally large enrollments. At any one time, there are a few majors in each course and much greater numbers of students taking the courses as electives or to satisfy general requirements.

The Off-Campus Term Program. The USF has pioneered in experiential education by developing a broad and comprehensive Off-Campus Term Program (OCT Program) which provides opportunities for individual students to take

part in social action projects, to undertake research, to do work internships, or to develop international and/or intercultural projects.

Since 1971, the OCT Program has had a full-time Director and a separate identity as a University-wide Program. Administrative support and encouragement is provided, and the Program is part of the academic area of the University. The Director of the OCT Program carries faculty rank and reports to the Chairman, Department of Interdisciplinary Social Sciences in the College of Social and Behavioral Sciences.

Between 220 and 250 USF undergraduates have registered annually for the OCT Program since 1971, with more than half choosing to implement an intercultural interaction project. The Program is designed to appeal to liberal arts students seeking to broaden their horizons and to students who desire practical job-oriented work experience; and liberal arts students have comprised more than 70% of the group each year.

As the Director stated:

> The unique strength of the OCT Program is its broad scope and flexibility. Unlike many off-campus programs established in recent years by other colleges and universities which specialized in only one off-campus activity or area, the OCT Program has been grounded philosophically and in practice to the premise that any activity off-campus, anywhere in the world, that is educational in nature and not 'immoral, illegal, or fattening,' can be for academic credit.

Students must design an acceptable off-campus experience according to specified criteria to be implemented by them entirely on their own. The Program is structured to require each student to do, to think, to organize his thoughts, and to write up his reactions and findings for credit.

During any semester, USF students registered for OCT programs might be found living and interacting with a U.S. ethnic group, working abroad, helping with a Headstart program, studying urban problems while living in Times Square, New York (the Urban Survival Project), or--to cite one student-designed intercultural interaction project--learning about Russian culture while living in a New York State Convent comprised of czarist Russians. Credit arrangements are made with the OCT Program office or with an individual professor in a department. Approximately 70% of the students receive credit through the OCT Program with the FTE going to that office, and 30% through individual faculty members with the FTE credited to their departments. Several experiential course offerings, each with a specific project syllabus, are also offered by the OCT office. These provide for a guided off-campus experience with suggested activities. For example, one international syllabus is entitled: "Field Interaction--U.S. Role in the World--a Study of America's Image Abroad and the Effectiveness of American Overseas Activity. "The syllabus for Intercultural Interaction provides for a variety of encounters and experiences in a U.S. or foreign setting.

In addition to student-designed programs, the OCT office occasionally

offers an intensive field project for OCT credit. For example, in June, 1976, an 18-day Field Project entitled Contemporary Jamaica: People and Systems was offered for OCT credit.

The USF OCT Program is one of four university experiential learning programs included in a national comparative study being supported by the National Institute of Social Sciences. The other three experiential programs are at Stanford University, Dartmouth College, and Michigan State. The study includes a self-evaluation on each campus and the sharing of information among the universities involved.

The formats for international and intercultural Off-Campus Term Programs at USF seem to be well thought out. Although it is difficult to evaluate student learning through this type of individualized experiential program-it certainly seems to be a promising way of encouraging students to have firsthand international and intercultural experiences.

The Director hopes to involve more faculty members in the supervision of OCT Programs for students, and he is continually developing new possibilities to give students rich off-campus learning experiences.

International Association of Students in Economics and Management (AIESEC) at the USF.[1] The USF has a re-activated AIESEC Local Committee on campus with eight or ten members who were busily organizing a membership drive in the Fall of 1976. Members of the USF organization attended the AIESEC National Conference in Denver, Colorado in December, 1976 with representatives from 67 U.S. Colleges. This is the first case study example of an AASCU institution with an AIESEC Local Committee. Some readers may not know much about AIESEC: and since AIESEC is one of the few organizations that enables selected students to arrange paid work internships in a foreign environment--an extremely valuable international/intercultural experiential type of learning--the organization will be described below.

AIESEC is a unique international student-managed organization providing practical international management education in 55 countries. It is a student-run, non-profit, no-political international association of students of business, economics and commerce with national headquarters. in New York City and local committees on 67 U.S. campuses.[2] AIESEC was established in 1949, as a joint reconstruction effort among management students from seven European countries. (The acronym is an English translation of the French name: "Association Internationale des Etudiants en Sciences Economiques et Commerciales.") Today AIESEC campus student committees, in cooperation with the professional management community, administer practical educational programs in international management for students in 55 countries in the world, including many developing countries. In the past 25 years, over 75,000 students, including 6,200 Americans. have undertaken working traineeships outside their national borders under the Student-Traineeship Exchange Program. In addition,

1. For more information write to AIESEC-United States, 52 Vanderbilt Ave., Suite 1100, New York, N.Y. 10017.

2. AIESEC Local Student Committees are usually sponsored or encouraged by Departments of Economics or Schools or Colleges of Business.

AIESEC has initiated business seminars, panel discussions, career planning meetings, and industrial work/study tours in various economic environments designed to complement theoretical classroom training. The list of organizations supporting and working with AIESEC includes more than 200 corporations and a number of private foundations.

The Student-Traineeship Exchange is AIESEC's most ambitious and continuously successful endeavor. The program is designed to identify and train, through international management experience, a select group of economics and business students with outstanding leadership potential in 55 countries. Every year, each of the more than 300 AIESEC Local Committees raises jobs--working traineeships--for foreign students in local commercial and public service organizations, ranging from two to eighteen months in duration. Simultaneously, each Local Committee recruits from its university able students who wish to take traineeships abroad. Students describe their backgrounds and the type of traineeship situations they seek--including country of choice and type of organization. The students desiring traineeships and the particular traineeships which each Local Committee has solicited in its community are then entered into the international exchange. Students are matched to traineeships with the assistance of a sophisticated computerized manpower allocation system at the international AIESEC Congress held in March each year. Approximately 5,000 students are matched worldwide annually. In the United States there are 67 Local Committees at American colleges and universities, and eleven of these are in AASCU member institutions.[3]

The specific arrangements include the following: the student pays his or her own travel expenses; the company accepting the AIESEC student pays a working stipend of $125-175 per week net to cover living costs in the foreign country; companies pay a $400 administrative fee; and universities pay a $200 fee. In return for those fees, AIESEC handles all matters relating to visas, transportation, insurance, and housing and provides a social and cultural reception program.

I feel that AIESEC is a potential resource worthy of consideration by many AASCU colleges with business students. AIESEC provides one means of exposing business students to an international experience; and since the employer pays the working stipend, the program is within financial reach of many students who otherwise could not afford a foreign travel, study, or work experience. In some cases Local Committees have even raised additional funds to help with individual travel expenses. The National Committee also has some funds available for this purpose.

One problem with the program is that campus student leadership changes as students graduate. The result is that from year to year particular campus AIESEC committees vary their level of activity and participation in the program. The National headquarters is addressing this problem by having regional and national meetings to generate enthusiasm and train campus

3. See Appendix I: "Association International des Etudiants en Science Economiques et Commerciales (AIESEC) Member Colleges and Universities" and Appendix J: "Countries Participating in the Association Internationale des Etudiants en Science Economiques et Commerciales (AIESEC)."

leaders. It will also send student consultants to colleges to help organize or re-activate AIESEC Local Committees. Smaller campuses could establish links with nearby AIESEC chapters.

The USF AIESEC Committee works with the Tampa International and Cultural Center to establish contacts with the business community. The Center has provided desk space in its airport office for AIESEC. The USF AIESEC group is working to fulfill its 1976-77 goal of 10 traineeships for foreign business students. If it achieves this goal, then 10 business or economics students from the USF will be able to avail themselves of this unique international work internship program.

Foreign Studnets at the USF. The USF has adopted a policy statement on foreign students for the purpose of "establishing policy and intentions regarding students from other countries, to recognize the universality of knowledge and the interdependence of peoples, and to promote and maintain the World outlook required of the effectively educated person..."

The policy further states that the USF hopes to accomplish the following:

(1) Foster a learning climate that is open, diverse, and oriented to the World;

(2) Foster intellectual development, research, and understanding through international exchange;

(3) Expose students, faculty, and staff to cultural and national differences in outlook, experience, and ideas.

The policy statement continues by emphasizing that the USF welcomes qualified students from other countries, wants to integrate them into the mainstream of the University community, and encourages the faculty to recruit qualified foreign students and provide needed programs to help foreign students learn and adapt. It also encourages faculty to stress international aspects of their course material and to involve USF foreign students as special resources in their classrooms. The USF has a Foreign Student Advisory Committee to work with the Foreign Student Advisor in developing and implementing the policy summarized above.

In 1975-76 there were 425 foreign students at the USF from more than 60 countries--390 were undergraduates, and 35 were graduate students. The Foreign Student Advisor is a member of the University International Programs Committee, which provides an important link between student affairs and academic affairs. She also works closely with the Center for World Order in its program to utilize foreign students in the public schools of the region.

It can be concluded, therefore, that the USF foreign student program is a well-thought-out and planned program with a clear policy statement. Specific individuals are responsible for implementing the policy, and links with other campus and community units are provided.

Other International Activities and Community Links

° Study-abroad activities are encouraged, and students are given information and help in selecting study-abroad programs through the USF Overseas Information Center in the College of Social and Behavioral Sciences. Students are informed concerning the Florida State University System sponsored study-abroad programs, the international/intercultural possibilities through the USF Off-Campus Term Program, the AASCU sponsored Study Centers in Mexico, Brazil, Canada, and Italy, and the myriad of other study-abroad programs available.

° The Model United Nations Program has been a part of USF-sponsored international activities for eight years. The basic goal of all Model UN programs is to provide participants an opportunity to obtain a deeper and more personal understanding of the functions of the international system than would otherwise be possible in the traditional academic setting. Participation in the Model UN provides faculty and students with a significant simulation experience of importance for international understanding. The USF is building on this experience to help develop Model UN programs in the local high schools through the Center for World Order.

° The Sister-City Program[4] is a community activity of interest. The Coordinator of International Studies and Programs is a member of the Tampa Sister-City Committee which links Tampa with Barranquilla, Columbia. The Committee sponsors many activities including exchanges of individuals and groups (e.g., inviting the ambassador to visit Tampa, or welcoming a swim team from Columbia). The Committee is working to develop other Sister-City relationships with cities in Nicaragua and Hungary.

° The International Cultural and Economic Center, Inc., referred to in the introduction of this chapter, functions like a World Affairs Council for Tampa. The Center has four objectives:

(1) To develop an informed public opinion on key foreign policy issues;

(2) To further understanding of political, social, economic, and cultural matters--the foundation of effective participation in international affairs;

(3) To stimulate citizen involvement in foreign policy formulation; and

(4) To prepare students for responsible roles as citizens and community leaders.

The Center accomplishes these aims by organizing such programs as discussion groups, lectures, briefings, films, receptions, and travel tours. It also provides a program for students and teachers throughout the region. These activities are aimed at broadening the public's interest and participation in world affairs. Clearly, the International Center and the University program have the same goals and work together productively.

4. For information write to Sister Cities International, Suite 202, City Building, 1612 K Street, N.W., Washington, D.C. 20006.

Community Links Through the USF Center for World Order

The USF Center for World Order was conceived by a former College Dean to serve as a vehicle to promote teaching, research, and community collaboration on international issues. (It was formed under the aegis of the National Institute for World Order which encourages the development of such centers.) The USF Center, founded in 1974, is funded by a small endowment and by special contributions through the University Foundation. It is housed in the College of Social and Behavioral Sciences, in the Department of Interdisciplinary Social Sciences, and the Department Chairman serves as Acting Director.

Center objectives emphasize serving the community and increasing the level of international education in local school districts. The Center initiates, sponsors, and helps to fund activities--many of which serve as outstanding examples of community outreach and cooperation with public schools.

An early Center activity was a two-week intensive seminar for credit for public school teachers called "Summer Workshop on International Education." This workshop utilized the skills and experience of many USF faculty members. This successful seminar aroused interest in international education and led to the formation of the South Florida Committee on International Education described below.

Cooperation with the Region's Public Schools. The USF Center for World Order has established close links with the South Florida Educational Planning Council, one of 70 such councils in the United States. The Council is a regional consortium of twelve county school systems contiguous to the USF and the USF College of Education. Its purposes are to do long-range planning, to identify educational needs, to share in-service education resources, and to pool and share innovative ideas and pressing problems. The operating funds are provided by the school systems, and the University provides office space and organizational personnel services.

In order to collaborate on international and intercultural education, a South Florida Committee on International Education was formed joining the public schools of the area--through the South Florida Educational Planning Council--with the USF Center for World Order. The overall goal of the Committee is to stimulate, initiate, and support activities in the twelve counties to promote international and intercultural understanding. To achieve this goal, the Committee encourages close collaboration among the schools, communities, University, and other interested agencies. Specific objectives for public school students include: (1) understanding and appreciation of people in other cultures; (2) understanding of major world issues; (3) understanding of the United Nations and other international agencies; (4) developing clear geographical perceptions; and (5) developing an interdisciplinary approach to world affairs.

The Committee projects include eight specific activities:

(1) Acting as a clearing house for materials;

(2) Identifying speakers;

(3) Facilitating the exchange of classroom techniques and materials;

(4) Establishing a research center to evaluate projects;

(5) Developing tests of international/intercultural understanding to assess present knowledge and future growth;

(6) Encouraging model U.N. Assemblies in the several counties and helping to coordinate model U.N.'s with classroom activities;

(7) Encouraging each county to specialize in a different world area or issue to develop student and faculty expertise that can be shared among the county's schools;

(8) Sponsoring a conference to examine project results (especially of projects number (5) and (7) and to assess additional needs).

If this Committee succeeds with project (5) above, to develop tests of international/intercultural understanding to assess present knowledge and future growth, this will be of great interest to educators who are searching for ways of assessing students' learning and of evaluating educational strategies and programs.

One example of a Committee-sponsored cooperative activity of the USF and the public schools is the project to utilize USF foreign students as resource persons for the public school classrooms. One such activity involves pairs of USF students--one foreign student and one U.S. student with international experience--who visit classrooms on invitation. The South Florida Educational Planning Council helped initially by paying travel expenses for these students. The Council also funds a student assistant at the Center to help manage the program. The public schools taking part in this project now reimburse the USF students for travel to the classrooms.

The goals, objectives, and specific projects of the South Florida Committee on International Education were described in detail because they serve as a model of collaboration and cooperation on important aspects of international and intercultural education, thus effectively linking the University and the College of Education with the region's public schools.

Tampa Town Hall Meetings--Citizen Education. The Center sponsored a significant citizen education activity of the USF--the Tuesday Tampa Town Hall Meetings (1975-1976) designed to bring people together to discuss world topics and foreign policy issues. The USF campus radio station, part of the national public radio network, reaches twenty Florida counties and is the most popular fine arts station in the southern United States. (A 1975 survey showed that 8,400 households listened to the station during an average hour, and it has the potential of reaching 2.2 million.) Every Tuesday from noon until 1:00 PM the open Tampa Town Hall Meeting was held at a campus auditorium. All programs were broadcast live,

with audience participation, and were taped for rebroadcast. The cassette recordings were placed in the USF library.

The Tampa Town Hall Meetings were planned and organized by a political scientist, experienced in working with the media, who was a faculty member of the International Studies Program. Town Hall participants included faculty members from the USF and other universities, community leaders, congressmen, and other prominent individuals. Some examples of discussion topics for 1976 include: "What Comes After Detente?"; "Public Opinion and Foreign Policy"; "The United States and Cuba"; and "Africa's Nationalistic Renaissance."

The Town Hall Meetings were a popular event attracting large audiences on campus and on the air, thereby offering the larger Tampa community a regular opportunity to hear balanced discussions of world issues. USF hopes to reactivate the Town Hall Meetings if a new organizer can be found.

Other Activities. Center funds pay scholarships to help support the reciprocal exchange program with the University of Paris described under "Inter-Institutional Efforts." The Center helps organize programs and sometimes pays honorariums for speakers for the International Cultural and Economic Center of Tampa, thus linking the campus Center with the community one.

It is apparent that the Center for World Order is an important vehicle for linking University resources to the community, for citizenship education in international affairs, and for building cooperative and productive relationships with the public schools of the region.

Inter-institutional Efforts

The USF works cooperatively on international programs with higher education institutions in Florida and abroad. Inter-institutional efforts include sharing faculty resources and planning programs; cooperative State University System activities such as sponsoring programs of study abroad; reciprocal exchanges with foreign universities; and looking into state-wide problems in relation to international programs.

The Inter-institutional Committee on Africa. The Committee is an example of inter-institutional cooperation for an international seminar. The Committee is comprised of representatives from the University of South Florida, Florida State University, and the University of Florida. The group sponsors annual seminars at one of the three universities to bring together interested students, faculty, and other individuals to present research and discuss relevant developments in Africa. In April 1976, the second annual two-day seminar was held at the USF campus. The subject was "The Dilemmas of Education in Africa." Sponsorship was provided by the Afro-American Studies Program and the International Studies Program of the College of Social and Behavioral Sciences of the USF with some additional funds coming from the Social Science Research Council in New York.

Activities with the State University System. The Florida State University

System (SUS) has a Committee on International Programs. The Committee is comprised of representatives from each university and is presided over by a representative from the Chancellor's office. The Coordinator of International Studies and Programs at the USF is the USF representative to the Florida State University System Committee on International Programs, and he has played a leadership role in the development and evaluation of the SUS programs and in other Committee activities. One major Committee function is to review and approve each study-abroad program to be affiliated with and administered by one of the nine Florida universities. On occasion, the Committee also reviews and makes recommendations concerning problems related to international programs which affect the entire university system.

The Committee reviews study-abroad offerings that are being planned and also helps to evaluate them once they are operating. Once approved by this Committee, the study-abroad program must be open to applicants from any Florida university. (Out-of-state students may apply also, but must pay non-resident tuition fees.) Operating programs are evaluated by an ad hoc group selected from the SUS International Committee, utilizing the criteria developed by the Council on International Educational Exchange (CIEE). After this evaluation, the programs are listed in the CIEE publication, Whole World Handbook: A Student Guide to Work, Study, and Travel Abroad.[5]

° One example of an SUS program is the Florida Abroad at Utrecht Program administered by the University of Florida. The Utrecht Program is for an academic year and involves living and studying with Dutch students at Utrecht for a total immersion in Netherlands culture. After intensive training in the Dutch Language Institute at Utrecht, students take a wide range of courses in the regular curriculum with papers and examinations in English.

° The Florida State University administers several programs, sponsored by the SUS, which are open to USF students. It administers two quarter and academic year programs at study centers in Florence, Italy, and London, England; and a summer program in Belgrade, Yugoslavia.

° The first reciprocal program between a French university and a group of U.S. universities on a broad inter-institutional basis is the Florida SUS program with the University of Paris. The program was initiated by USF representatives in 1973 who worked with representatives from the University of Paris, the Ministry of Education, the Franco-American Commission on Education Exchange (Fulbright-Hays), and the Cultural Affairs Officer of the U.S. Embassy in Paris.

This is a carefully worked out contractual program of reciprocal exchange primarily for groups of students. However, faculty and researchers from both universities also are encouraged to take part.

5. Marjorie Adoff Cohen. Whole World Handbook: A Student Guide to Work, Study and Travel Abroad. New York: Council on International Educational Exchange and The Frommer/Pasmantier Publishing Corporation, 1976-77 Ed.

In the early 1970s, the Committee became concerned about improving the role of the state universities in working with the large and growing foreign student population. The Committee encouraged the Office of the Chancellor of the SUS to request a consultation by the Field Service Program of the National Association for Foreign Student Affairs (NAFSA)* to include all nine universities of the system. In 1972-73 this consultation was conducted; and more than 100 representatives of the SUS were involved, with a team of three NAFSA consultants and the full resources of the Field Service Program. The purposes of the consultation were to study the pattern of foreign student enrollment in Florida universities, to identify problem areas, to analyze the benefits derived from this group of students,and to make recommendations to the System based on the findings. Specific recommendations relating to the 2,500 foreign students in the SUS at that time were made in the areas of organization and administration of foreign student affairs, admissions, orientation and host-family problems, English language training, campus educational programs, and re-entry problems.

Technical Assistance Abroad: The Basic Village Education Project in Guatemala

The USF is involved actively with what is considered to be one of the most exhaustive studies of the communications media and its impact on rural development that has been conducted anywhere in the world. This project is titled "Basic Village Education: An Experiment in Non-Formal Adult Education in Guatemala." The project began formally in 1974 and is to run for three years. The Basic Village Education Project (BVE) is administered by the government of Guatemala's Ministry of Education in close coordination with the Ministry of Agriculture. The United States Agency for International Development (AID), through the Academy for Educational Development (Washington, D.C.) provides assistance to the Project. The government of Guatemala provides logistical support for U.S. team members in Guatemala and furnishes counterpart personnel. The Academy for Educational Development has subcontracted with the USF to plan and conduct the rigorous, formal, independent evaluation of the Project. USF personnel working on the Project include a USF psychologist, a sociologist, a full-time research assistant, and several graduate students.

The BVE Project is an experimental program of non-formal adult education which initially does not require literacy. It seeks to determine the effectiveness and relative costs of selected combinations of communications media that have potential for use in development programs where resources are limited. The radio is the basic communications medium used for teaching. The primary audience for the BVE is the small, often illiterate, subsistence farmer.

It can be ascertained readily that the BVE Project is a massive, complex experiment requiring technical expertise, specialized equipment, careful

* For information on NAFSA or the Field Service Program write to: National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009

long-term planning, and sophisticated evaluation techniques. Its implementation must be carefully synchronized with the crop growing cycle, and the Project necessitates cooperation among many groups of people.

The USF evaluation of the Project began with gathering baseline data and demographic information in 1973 and 1974. The Project is documented carefully with written and audio-visual records, together with massive amounts of statistical data which is being computer analyzed at USF.

During the three years, the Project will accumulate and evaluate a wealth of information on the use of modern communications technology in non-formal adult education related to agriculture. The experience gained in the BVE experiment will have application beyond agricultural programs to other fields, such as education and health in Guatemala and throughout the world.

The USF personnel are having a rich intercultural experience in addition to working on an international development project of potentially great significance. In the spring of 1976, when I visited USF and talked with project personnel, fifteen graduate students in psychology and sociology had been given the opportunity to work on the Project. In Guatemala they worked with the team helping to gather data, and on campus they helped to analyze and interpret the findings. The USF linkage with this technical assistance project provides the participating professors and graduate students with an opportunity for international research and intercultural experience. Furthermore, involvement with the Project has resulted in a growing interest in Guatemala, in Central America, and in rural development among many students, faculty, and administrators of the University.

Summary and Adaptable Ideas

The University of South Florida is a large university in a metropolitan area with a strong mission to develop its international role. It has a complex administrative structure which is coordinated by strong academic leadership to handle the multiple functions which carry out this university's international commitment. This administrative structure is characterized by a series of carefully developed links: with departments and professors for curriculum development; with the community for citizen education and for international education for the public schools; and with foreign countries for the exchange of faculty and students and for technical assistance abroad.

Adaptable Ideas

Many colleges and universities could adapt the following from the University of South Florida:

1. Appoint a strong academic leader to orchestrate the development of international education.

2. Create an academic structure, such as a department of interdisciplinary studies, to give visibility to curriculum for international studies and to facilitate cooperation among disciplines.

3. Build upon existing community and university resources to strengthen program development and outreach activities.

4. Utilize faculty expertise and advanced students in technical assistance programs abroad to carry out the university's basic commitment to service, and for the mutual enrichment of participants from both countries.

5. Encourage and develop many avenues for students and faculty to gain firsthand intercultural and international experiences.

VII

Ramapo College of New Jersey:

A Case Study of a Small, Non-traditional College

> The college student this year will graduate into the last quarter of this century, and will soon inherit the new era signalled by the year 2000, the beginning of another millennium. And it will be new. The pace of change that has occurred in the last twenty-five years will not have lessened, and whether born before or during that time, we shall all feel the shock of entering the future.
>
> (The Ramapo College of New Jersey Catalog)

On a wooded 300-acre site in Northern New Jersey there is an exciting state college developing new patterns of organization and curriculum--Ramapo College of New Jersey. These new patterns result in innovative approaches to many college programs and especially serve to facilitate the college's role in teaching intercultural understanding to its undergraduates. The new approaches to International/Intercultural studies at Ramapo develop both from the particular emphasis given the field by the School of Intercultural Studies--one of the seven academic units of the College--and from the educational philosophy underlying the total College. To understand the role and programs of the School of Intercultural Studies, and how its programs interface with the programs of the other Schools, it is necessary to describe first the history, mission, and structure of the total College.

The College

History and Description of the College

Detailed planning for Ramapo College in Mahwah, New Jersey, (population 12,000) began in 1969 with the hiring of President George Potter to work with the new Board in selecting the site, planning the College, supervising the construction, hiring the faculty, and operating the College. Born in England and educated at Oxford, President Potter served the University of Alberta in Canada and then came to the United States. He was Vice President for Academic Affairs and Dean of the Faculty at a newly developed non-traditional state college in Allendale, Michigan--Grand Valley State College--before coming to Ramapo in 1969. President Potter thus possesses a rich blend of international and intercultural experience. He consistently gives firm support to the programs of intercultural studies at the College, encourages the hiring of multi-ethnic faculty members from all regions of the world, and supports internationally-oriented events such as the Canadian Studies Conference of New Jersey held at Ramapo in 1976. President Potter also serves as a member of the AASCU Committee on International Programs.

Ramapo College is now in its sixth year of operation, academic instruction

having begun in September, 1971. The first four-year graduating class was the class of 1975. Enrollment in 1976-77 was FTE 3,300, Headcount 3,950; with the number of FTE faculty being 190. Most of the students come from the four New Jersey counties nearest the college. Bergen County, site of Mahwah, has a population of almost one million, and fifty-five percent of Ramapo's students come from this county. Transfer students, in 1976, came from 36 New Jersey institutions, and 138 transfer students were from out-of-state. Forty percent of the student body receives some form of financial aid. Approximately 10% of the student body comes from minority background, and there were 28 international students on campus in 1975-76 and 36 on campus in the 1976-77 academic year.

The College was accredited by the Commission on Higher Education of the Middle States Association of College and Secondary Schools in December, 1975. Ramapo College is part of the public higher education system of the State of New Jersey and has a nine-member Board of Trustees which is appointed by the Board of Higher Education of New Jersey with the approval of the Governor of the State.

Since 1969, the Board, administration, faculty, and students of the new College have worked together, as stated in the catalog in the words of the President:

> ...to devise an academic structure and a series of instructional programs that will relate the traditional values of liberal education to the changing demands of a changing world and an evolving human condition, so that our graduates will be prepared to cope with the many new problems that characterize modern day society.

Ramapo is one of the few colleges focusing on and planning for the future. It impressed me, as it has impressed other visitors and evaluators, as an institution where students, staff, and administrators work together toward commonly shared goals in a climate of mutual encouragement and experimentation. While the accomplishments to date are impressive, Ramapo is still evolving and changing. Now that the College is fully accredited, the administration and faculty are redirecting their energies to improving and expanding programs, and to devising appropriate new curricula.

Academic Programs of the College

The academic programs of the college are decentralized and organized into seven Schools, each of which hires faculty members from many related disciplines to concentrate upon a broad theme or topic. Departmental organization, as such, is thus eliminated and the total approach is interdisciplinary. Each School is run by a Director selected by a special student and faculty committee for a three-year term. There are no deans or department chairmen, and the School Directors work closely with the Academic Vice-President and the President. Each School is governed by a unit council made up of a number of students and faculty with the students being elected, usually, by their tutorial groups. The student members share voting privileges with faculty on committee and council decisions--whether on curriculum, hiring, tenure, or academic standards. Within each

School and across Schools, there are interdisciplinary as well as disciplinary majors offered.

Each School has unusual instructional formats including tutorials, the master lecture courses, scope and methods courses for freshmen, senior interdisciplinary seminars, and individualized programs. The Saturday College, team-taught courses, cross-School majors, and field work experience programs are other important elements of the College. The seven College Schools are: American Studies, Contemporary Arts, Environmental Studies, Intercultural Studies, Metropolitan and Community Studies, Social Relations, and Theoretical and Applied Science. In addition, there are two Divisions called The Professional Institutes and Teacher Education/Physical Education offering auxiliary programs with a professional orientation.

When a student enters Ramapo, he selects one of the seven Schools and a tentative major. When a student selects a School in which to major, he is then called a "citizen" of that School. If he chooses an inter-school major, he becomes a "citizen" of the School which most closely matches his field of interest. His tutorial is sponsored by the School he chooses, and his tutor and the School Director help him to plan his program. He can, of course, take courses offered by any of the seven Schools. In addition to a major, a student also may elect to complete a sequence of courses leading to teacher certification in secondary school teaching by working with the Division of Teacher Education and Physical Education; or he may elect to pursue a co-major in business administration in the Division of Professional Institutes.

There were 25 possible majors in 1976-77 in both disciplinary and interdisciplinary programs. Within each of the seven Schools there are numerous alternatives allowing various concentrations within the broader majors. The alternatives and requirements in the School of Intercultural Studies are discussed below.

The School of Intercultural Studies (SIS)

In the master plan for the SIS, one major goal involves..."liberating the contemporary student from cultural provincialism and ethnocentrism and awakening his or her capacities for productive and creative citizenship in the global society of the present and future." The school is therefore committed in its goal statement to providing intercultural experiences and course work which will accomolish this purpose for the students who are "citizens" (majors) of the school. It is important to note that SIS sees its goals in broader terms than just reaching its own major students. Another stated goal is to..."create an intercultural dimension for the whole College." An examination of the curriculum, programs, and activities of the School of Intercultural Studies, in addition to its linkages with other Schools and with the community, demonstrates how the SIS is achieving its goals.

It is hard to summarize in a few lines a program as comprehensive as that of the School of Intercultural Studies, but, in general, we may say that the broad purpose of the program is to produce graduates with an awareness

of the complexities of our global society and a sensitivity towards the peoples and major issues of our interdependent world.

The organization of the major programs allows for great flexibility in determining individual courses of study. "Citizens" of SIS may choose an interdisciplinary major in intercultural studies with emphasis on 1) area studies, 2) period/stages of development studies, or 3) problems and issues; or they may go the more traditional route of opting for a disciplinary major such as history or sociology/anthropology.

All students in SIS complete a common core of 20 credits by the end of their sophomore year which includes, "Introduction to Intercultural Studies," and area studies of Asia, Africa, Europe, and Latin America. In addition, regardless of major, all students participate in a senior seminar which is specifically related to their chosen major concentration. Finally, although the College does not offer a major in foreign languages, all "citizens" of SIS are encouraged to study a language in order to gain this essential tool for cross-cultural understanding.

Courses Offered by the School of Intercultural Studies

The course offerings are rich and cover many disciplines including Anthropology, Archaeology, Art, Economics, History, Intercultural Studies, Languages, Literature, Philosophy, Political Science, Social Psychology, and Sociology.

In addition, interdisciplinary senior seminars are required of every senior. It should also be noted that there are numerous related courses offered by the other Schools which are open to SIS "citizens," and they frequently do take courses in other Schools--particularly in the Schools of Contemporary Arts, Environmental Studies and Metropolitan and Community Studies.

Of special interest are the core requirements of SIS and recommended for all other students with an interest in intercultural studies. This course is team-taught and was developed by SIS faculty after a number of years of careful experimentation and evaluation into a 4-unit course of five parts. Each part is coordinated and team taught by two or three faculty members with relevant expertise. To outline only briefly, what seems to be a well-worked out sequence, the course consists of these sections: 1) Introduction, 2) Traditional Cultures, 3) Societies in Transition, 4) Modernization, and 5) Conclusion. During 1976-77 there were 70 students enrolled in "Introduction to Intercultural Studies," approximately half of whom were "citizens" of SIS (and required to take the course); the other half were therefore taking it by choice.

It should be noted that not all new courses developed were successful and some were changed after student and faculty evaluation. Furthermore, not all team-teaching combinations were ideal and adjustments and changes were sometimes necessary.

Additional Activities of the School of Intercultural Studies

Study Abroad. SIS encourages foreign travel and study for its students

and faculty. Although grants-in-aid for such study are not yet available, they are being sought, as are mutual exchange arrangements with educational institutions in all the cultural areas touched by the SIS program.

A student may be able to transfer up to 30 credits of work in a foreign institution, including up to 8 credits of language study toward degree requirements of the School of Intercultural Studies.

Independent Study. The School encourages all its students to pursue independent study, and it has incorporated a regular program of independent study into its course offerings. Appropriate independent study may enable a student to gain depth in a field for which there is insufficient regular course work available; or to do reading or research in original language materials; or to begin the study of a foreign language not regularly offered.

Inter-School Programs. In addition to the interdisciplinary programs offered within the School, efforts are underway to develop Inter-School concentrations in such fields as Multinational Labor and Management, Ethnic Pluralism, Intercultural Communication and Global Environment, and to support an Inter-School program in Women's Studies.

Inter-School programs with business administration and teacher education are presently in operation. A co-major in business administration requires 32 credits in business administration in addition to the major in Intercultural Studies.

Foreign Curriculum Consultants. With the help of grants from the Office of Education, foreign curriculum consultants have been brought to Ramapo on two occasions. In 1972-73, the SIS shared a foreign curriculum consultant with Bloomfield College of New Jersey to work on African curriculum. In 1974-75, a grant helped to bring a scholar from Asia to Ramapo to help the SIS develop new curriculum for that area of the world.

Cultural Activities and Conferences for the Community and Region.

° SIS helps in the sponsorship of annual intercultural studies conferences, such as the Canadian Studies Conference of New Jersey held on campus in May, 1976, on the topic--"The Canadian North: Resources and Movements."

° Intercultural weekend programs are held, such as the African Cultural Weekend in 1973. SIS sponsored this program which lasted from Friday noon through Saturday afternoon. The event brought well-known scholars, musicians, artists, and writers from Africa and the United States to present a varied program of cultural enrichment and lectures.

° An international food festival is held yearly, which has proved to be popular with college and community people.

° One-day programs on world problems are held. In March, 1976, for example, an event was held focusing on World Hunger called "STARVEACTION" and sponsored jointly by the Schools of Intercultural Studies and Human Environment of Ramapo and the Center for Open Education; this proved to be

of great interest.

° A one-day program on Human Potential and Human Rights was held in 1973 in connection with the celebration of the anniversary of the United Nations Declaration of Human Rights.

° French Day at Ramapo was held in March, 1975 as a one-day condensed version of the week-long celebrations in New York City. The day was designed to revive interest in French as a language and to stand as "a living souvenir of an old friendship between France and the United States." Activities included French food, films, fashions and performers.

Saturday College and the Role of SIS

The Saturday College Program at Ramapo offers an opportunity to earn degree credits by attending classes on Saturday only, with an emphasis on independent, guided study. Students enroll for 10 credits per semester--two 4-credit courses and one 2-credit course. Course work is strongly interdisciplinary. Classes meet from 9:00 a.m. to 4:30 p.m. By attending for three semesters per year, a student can graduate within four years. Students in Saturday College range in age from 23 to 60 or older (the average being 32) and display a wide diversity of background and experience.

For 1976-77, a co-major was developed called Metropolitan/Intercultural Studies combining the resources of the two Schools. Other majors presently offered are American Studies and Environmental Science. As described in the Adult Learning Program Catalog:

> The Metropolitan/Intercultural Studies major has as its focal point the examination of humankind in relation to the urban experience. It stresses a social science approach that is essentially interdisciplinary. The major offers a global perspective which enables the student to analyze and compare how different societies and people have reacted to urban processes. In addition to an extensive analysis of the American urban experience, students, on a periodic basis will be able to study European, Asian, African, and Latin American societies.

This combination program was developed when it was realized that it was not possible to duplicate every major of the institution in the Saturday College and after potential student interest and offerings of other colleges in the area for adults were assessed. That this program is succeeding in bringing intercultural studies to adults is evidenced by the fact that out of 250-300 students enrolled in Saturday College in the Fall term, 1976, more than half chose to major in Metropolitan/Intercultural studies.

Ramapo Center for Future Studies

Ramapo College is organizing this Center and will seek funding to provide a conceptual center based on the premise that it is possible to study the future, identify alternative choices and thus influence change. The

Center will be formed to provide an academic base for this non-traditional, interdisciplinary field--"futurism"--a field of inquiry very appropriate to the goals of the College. In addition to providing a focus for the development and discussion of research interests and the building of appropriate course materials, some of the activities planned include: a regularly scheduled faculty seminar; establishing a clearinghouse of source materials on the future; and organizing a communications network with other individuals and organizations interested in future studies. A number of faculty members from differenct Schools and representing various disciplines share interest in the Center including faculty from the Schools of Environmental Studies, Metropolitan and Community Studies, American Studies and Intercultural Studies. The Committee helping to plan the Center for Future Studies is chaired by a political scientist from the SIS who teaches courses in the future. Another Committee member from the SIS is a sociologist, fluent in Japanese, who is a specialist in comparative higher education systems. The Center, when developed, will have strong links with most of the Schools on the campus, and especially with the School of Intercultural Studies.

Numbers of Students Attracted to SIS

Since intercultural studies is a relatively unknown field for many high school students, SIS does not always attract as many freshmen "citizens" as the other schools.

Ramapo faculty and admissions people are involved in an increasingly more active recruitment program in neighboring high schools to bring the new College and its programs to the attention of potential students. When discussing attracting new students, the Director emphasized, however, that students often look through the list of courses, find several that appeal to them, and then choose SIS. Furthermore, many students change to SIS after a semester or two--particularly after being exposed to a team-taught course between Schools when a faculty member from SIS has succeeded in arousing their interest. However, transferring to another School at the College after a year results in some loss of time for most students since the required Scope and Methods courses are quite different. There is some concern that students have to choose a School too early, before they had some experience sampling the offerings of the various schools at Ramapo.

The SIS has studied the career opportunities available for graduates of SIS in order to interest students in its majors. Many of its graduates are pursuing careers in business, government, social services and teaching. Several graduates are also pursuing advanced degrees in the humanities, the social sciences and law. One 1976 graduate earned a sizable scholarship to Princeton University. She had elected an interdisciplinary major of intercultural studies/sociology/Russian during her stay at Ramapo.

The School Director is collecting an analyzing data on SIS alumni. A recent survey found former students in multi-national corporations, on editorial staffs of magazines, in government and teaching, in graduate schools, and in organizations and firms abroad. However, in spite of difficulties in informing students about the possibilities of this new area of study as a major, the SIS Director estimates that approximately one-third of the students at Ramapo take at least one course in SIS, and

many take more--even though they are "citizens" of other schools. The number of SIS "citizens" ranged from 200 to 300 in the past few semesters. With the extensive team-teaching of courses between Schools, together with the required interdisciplinary senior seminars, it is almost impossible for a student to graduate from Ramapo without some exposure to intercultural studies, and different areas of the world, or without some understanding of global problems.

Summary and Adaptable Ideas

Ramapo College of New Jersey is a non-traditional college with an unique academic structure along interdisciplinary lines. It is one of the few colleges in the nation committed to educating students to cope with future change. This commitment is carried out in all its schools, but particularly in the School of Intercultural Studies, through its International/Intercultural curriculum and its connection with the Ramapo Center for Future Studies. Varied instructional formats are used to carry out the educat-onal goals of SIS--such as tutorials, team-teaching, senior seminars, independent study, cross-disciplinary course work, field experience, and study abroad. The majority of students at Ramapo have some exposure to International/Intercultural education as a result of their experience at Ramapo.

Adaptable Ideas

Many colleges and universities not structured along non-traditional lines could adapt the following from Ramapo College:

1. Give strong administrative leadership to generate and encourage experimentation with new academic structures and approaches to knowledge and its dissemination through teaching and research.

2. Study world issues on a cross-disciplinary basis.

3. Develop instructional formats, such as team-teaching, to foster interdisciplinary study.

4. Establish a committee for future studies in order to explore alternative solutions to future problems and to assess the impact of future developments upon the college for the decades ahead.

5. Offer adults the opportunity to do coursework in intercultural/international studies.

VIII

Internationalizing Undergraduate Curriculum Through Area Studies Programs

This chapter discusses language and area studies centers in general. A brief overview of area centers and programs in AASCU institutions is then provided. Two programs are described which exemplify how area studies can be used as vehicles for internationalizing the undergraduate curriculum: the Middle East Studies Center at Portland State University, Oregon, and the Center for Afghanistan Studies at the University of Nebraska, Omaha. The chapter closes with a summary and a list of adaptable ideas.

Language and Area Centers

The language and area centers (and programs) of excellence in the United States--the majority of which emphasize graduate study--have provided specialist training in the non-Western areas of the world and in their exotic languages, trained a cadre of specialists, furnished training facilities for many U.S. government groups going overseas, and developed research libraries. Most of the well known centers and programs are located in the larger private or state and land-grant research universities; and they have received substantial funding in the early years from private foundations, particularly the Ford Foundation, and in later years assistance from the Office of Education's NDEA Title VI Program.[1]

Since most of the AASCU state colleges and universities emphasize undergraduate education, there are only a few graduate language and area study centers in AASCU institutions, none of which have received NDEA Title VI assistance. However, there are a number of undergraduate area studies centers in AASCU institutions--particularly in the larger colleges and universities. Of these, only one has received NDEA Title VI funding assistance over many years: the undergraduate Middle East Studies Center at Portland State University, which will be described later in this chapter. (The Central European Studies Center at Portland State Univeristy also received assistance for one three-year cycle in the past.) Two undergraduate centers in AASCU institutions received grants for the first time in Fiscal Year 1976-77. These are the Centers for Latin American Studies at San Diego State University, California, and at Western Kentucky University.

The role and contribution of the major language and area centers and programs were analyzed in a detailed and comprehensive survey commissioned by the Institute of International Studies of the U.S. Office of Education and carried out under the auspices of the Social Science Research Council.

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1. See Appendix K: "NDEA (Title VI) Centers for International and Language and Area Studies 1976-77"

The study director was Dr. Richard D. Lambert and the results were published in 1973.[2] The study presents voluminous conclusions and recommendations, discussion of which is beyond the scope of this paper. However, it is instructive to study Lambert's final conclusions relating to the undergraduate student, the general education curriculum, and the smaller schools. Specifically, he notes that almost none of the large area centers have tried to develop different courses or instructional strategies for the general student as contrasted with the specialist,[3] and he recommends that "the next stage of development of language and area studies needs to be pa-titioning of the goals, separating professional specialist training from what is needed for general education... fresh approaches in this dormain are more likely to come from the four-year liberal arts colleges and the community colleges where undergraduates and general education are of primary concern."[4]

Lambert also suggests other expanding roles for the centers, including outreach activities. Others are trying to encourage university language and area centers to turn more attention to the undergraduate on campus and to outreach in the community. All of these activities were initiated by the Institute of International Studies of the U.S. Office of Education in the redirection of the NDEA Title VI program beginning in 1972. The redirection, which began as Phase II of NDEA VI, had as one of its objectives the broader reach envisioned in the International Education Act of 1966. The recently published proposed guidelines for Phase III of NDEA Title VI (Federal Register, Volume 41, #157, August 12, 1976) stipulated that contractors (funded centers) are obliged to undertake outreach activities and must allocate a certain proportion of their grant budget to this activity. The exact form of the proposed outreach activities is not known at this date. The Division of International Education of the Office of Educatio conducted several regional workshops with grantees and other interes d individuals in 1976-77 to exchange information and to discuss Phase III of NDEA Title VI--particularly center outreach activities. The results of these workshop discussions are of special interest to AASCU institutions.[5] An outreach activity is defined to include reaching out to nearby institutions of higher education as well as to public schools and citizens. This interpretation of outreach could clearly lead to links and to the sharing of resources and expertise which could enrich international programs at AASCU colleges and universities located near NDEA Title VI-supported centers. (See Appendix K for Center locations.)

Area Studies and Programs in AASCU Institutions

What is the status of area studies in AASCU institutions? Area studies centers or programs were reported in 109 of the 300 colleges responding

2. Richard D. Lambert, Language and Area Studies Review, Monograph 17 (Philadelphia: The American Academy of Political and Social Science, 1973).

3. Ibid., p. 407.

4. Ibid., p. 409-410.

5. The final report on these regional meetings was not available at the time this study was written.

to the AASCU Fall Survey, 1975: Part I: International/Intercultural Programs. This is approximately one-third of the AASCU member institutions, demonstrating that this is a relatively popular way of organizing international curriculum. Furthermore, in many of these 109 institutions there are area studies programs for several areas of the world, so the total number of such programs in AASCU institutions is close to 250. The programs concentrate on the following regions of the world in order of popularity: Latin America and Mexico, Asia and East Asia, Africa (often linked with Afro-American studies), Russia and East Europe, the Middle East, and Canada. In addition there are a few programs which focus on one country, such as Russia, Japan, or Afghanistan.

There is great variety in the size and scope of these AASCU area studies programs, as might be expected from the great variety in size and scope of the institutions themselves. Some programs can be characterized as centers, similar to the funded language and area centers discussed in the previous section. These centers generally have many affiliate faculty members; provide extensive and intensive language and area courses; have amassed rich library resources; have established linkages with the area of study for faculty and student research and exchange programs; and some are engaged in technical assistance contracts with countries in the regions of study. An example of a center of this type in an AASCU institution is the Center for Southeast Asian Studies at Northern Illinois University.

More typical approaches are of smaller scale. There are many less ambitious programs which combine courses from several departments into a coherent group focussing on an area or country of the world. This enables a student to use the language and/or area courses as a concentration, minor, co-major, or occasionally a major in a liberal arts program. Sometimes an area emphasis is one possible concentration in an international studies major program, as exemplified in the case studies of the University of North Carolina at Charlotte, the University of South Florida, and Ramapo College. Most of these smaller-scale programs are not designed for specialist training, and many do not even require language competence.

Area studies programs also vary greatly in the number of students they attract and in the extent to which they are being utilized as a vehicle to internationalize the curriculum. One reason for the large number of area studies programs is that it is a traditional approach reinforced by the models of the large center programs in prestigious universities. Many AASCU institutions have faculty with language and area training from some of the finest graduate centers in the United States, and many have made excellent use of this faculty expertise. However, I also discovered that numerous colleges are having difficulty attracting students to their area studies programs as they are presently structured--particularly those programs which emphasize attracting students as majors. This means that committed and well trained faculty in AASCU colleges are struggling to attract students to programs which are not popular, and many are beginning to search for ways to use their background and training more productively within the framework of an undergraduate institution. On many campuses dwindling enrollment is a pressing problem because the faculty want to justify an area studies program educationally, while the

life of a program may actually depend upon the FTE it generates or upon the number of certificates or degrees awarded.

However, an important role of AASCU colleges is to provide general education for two and a half million undergraduates. The question is how to best utilize internationally-trained faculty to design appropriate international curriculum for these undergraduates? The case studies in previous chapters describe some imaginative approaches to the design of undergraduate international curriculum, approaches which build on area expertise in many cases, and which generally include an area emphasis as one part of a larger program called international studies.

The descriptions that follow provide two examples of how area centers in AASCU universities provide a vehicle for the internationalization of the undergraduate curriculum in addition to providing a focus for study of a geographic region.

The Middle East Studies Center at Portland State University

The Middle East Studies Center (MESC) at Portland State University has established an undergraduate program for the study of a major non-Western culture built on area and language competence, yet fully integrated with a liberal arts education. Located in Portland, Oregon, a metropolitan area with a population over one million, the University serves approximately 15,000 students with 4,000 in graduate programs. (Enrollment in 1975-76 was FTE 10,192 and headcount 15,000.)

History and Functions of The Center

The history of the MESC spans 17 years beginning with the introduction of one course on the Middle East in 1959 by Professor Fred J. Cox, the Center's founder and Director since its inception in 1959. (Portland State students numbered only 5,787 in that year.) It began with no outside funding. The Center received support funds from 1960 to 1973 from the State of Oregon and also from the U.S. Office of Education under NDEA Title VI. (The 1960 grant was the first NDEA Title VI grant to an undergraduate area center.) In 1973, the NDEA support was discontinued, forcing a reduction of Center offerings and a curtailment of some educational and cultural activities in Oregon and the Middle East. In 1975, with the assistance of a one-year federal grant, the Center began a modest expansion of courses, which will be accelerated in 1976-77 with the help of continuing support from NDEA Title VI funds.

A major objective of the MESC is to broaden and deepen the liberal arts curriculum at Portland State by providing an intercultural component. The MESC provides a concentration for a Certificate in Middle East Studies, which a student earns in addition to fulfilling the University requirements for a B.A. and a departmental major. The Center's role is not limited to educating the certificate-seeking students, nor does it view itself primarily as a trainer of Middle East specialists--though many of its certificate holders have been accepted at outstanding graduate Middle East Centers for advanced training. The Center also has designed many of its courses for the general student who is taking only one or two courses about the area. Furthermore, any course offered by the Center can be

taken by any student (special approval is required only in the case of some advanced language courses).

The approach of the Center is topical/comparative and not historical. The half-dozen Center faculty and others from many departments are encouraged to develop new courses and infuse international/intercultural components into existing courses. Most faculty are affiliated with the Center, but offer courses in their departments; therefore, this non-Western study program is made integral with liberal arts studies.

Since the Center's beginning, in 1959, there is evidence of growing student interest in understanding and communicating with the peoples of the Middle East. The data is convincing both quantitatively and qualitatively.

Historical data shows that between 1960 and 1975, 4,872 students were enrolled in courses about the Middle East, and 1,989 students were enrolled in Middle East language courses. In the same time period, 450 students graduated with a B.A. in combination with training in one Middle Eastern language, and 85 students graduated with a B.A. combined with a Certificate of Proficiency in Middle Eastern Studies.

The large Middle Eastern Language enrollment is a good indication of student interest. The Arabic language was the first to be offered by the Center, starting in 1960. Over the years, courses in Hebrew, Persian, and Turkish were added to the curriculum. Four years of Arabic are now offered (and special advanced studies) together with spoken Syrian and spoken Egyptian. In 1975-76 the undergraduate enrollment in Arabic (110), Persian (52), and Turkish (15) at Portland State was the largest in the nation.

The MESC offers a wide variety of popular courses. In 1975, for example, 580 students were enrolled in the 26 courses offered by the Center. Among these courses were the following: Eastern Civilization, Ancient Civilization, Sufi Mysticism, Islamic Civilization, Geography of the Middle East, Government and Politics of the Middle East, World Oil Production and Marketing, Ancient History of the Middle East, the Arab/Israel Problem, Politics and International Relations in the Middle East. Total enrollment figures in area and language courses at PSU for the last three years were: 500 students in 1973; 672 students in 1974; and 796 students in 1975.

I talked with a large group of Center students who ranged widely in age, in general educational background, and in career goals. The group was excited about the opportunity to take courses which interested them--especially the comparative and topical courses--and they evidenced pleasure at having so many of the courses (including the languages) offered at night as well as during the day.

One of the qualitative measures of the Center's success is that 192 Center students were awarded scholarships and fellowships for advanced language and area training at universities in the United States and the Middle East. Another measure is that many graduates with Certificates in Middle East Studies have found employment in government agencies, in business,

and in teaching--both abroad and in the United States.

Details of the curriculum of the MESC are as follows: Certificate requirements--upon graduation, a student is awarded the degree in his selected field of study, together with a Certificate in Middle East Studies. Students must complete at least one language at the intermediate level associated with the geographic area of concentration, since this is held to be essential for understanding another culture or civilization. The appropriate languages are taught with the Foreign Languages Department, while special area courses are given within the various departments of the College of Arts and Letters and Social Sciences.

Other Activities and Plans for The Future

This brief description of the MESC at Portland State emphasizes the Center's role in internationalizing the undergraduate curriculum. Space does not permit a complete description of the multitude of other MESC activities and programs which include the following: outreach to public schools and community groups including many lectures, conferences, and seminars; consulting and translation services; links with U.S. universities--particularly Reed, and Lewis and Clark Colleges in Oregon, and the University of Utah--to offer joint programs and share resources; linkages with many universities in the Middle East--particularly the University of Tel Aviv (Shiloah Center) and the American University, Cairo, where numbers of MESC students and faculty have studied; and faculty research and publication of journals.

How many students are touched by the MESC? Professor Cox estimates that as many as 15 percent of the students at Portland State are exposed to intercultural and international curriculum as a result of the Center's programs. This is a high percentage compared to most colleges and universities in the United States. The often-quoted statistic is that "only three percent of all undergraduate students, less than one percent of the college-age group in the United States, have enrolled in any course which deals with international events or discusses in any way foreign peoples and cultures."[6]

Plans for the future include expansion of outreach activities and many programs designed to infuse more intercultural components into the general liberal arts curriculum. Joint venture programs will be expanded with the Schools of Education, Business Administration, and Urban Affairs. The Center seeks to serve a wider clientele, both academic and public, not only within the precincts of the University, but also through the provision of services locally, state-wide, nationally, and internationally, in consortia or in other cooperative endeavors.

The Center for Afghanistan Studies

The Center for Afghanistan Studies (CAS) is located at the University of Nebraska, Omaha (UNO), which is a member of the University of Nebraska

6. Stephen K. Bailey, "International Education: An Agenda for Interdependence": International Affairs (Fall 1975, p. 5).

system. The system has three major components: the University of Nebraska--Lincoln (the land-grant institution), the University of Nebraska, Omaha, and the University of Nebraska Medical Center at Omaha. The University of Nebraska at Omaha was founded as a private institution in 1908, operated as a municipal university for more than 36 years, and received its present name and became a state institution in 1968. Enrollment in 1975-76 was FTE 9,947; headcount 15,524. The UNO has seven colleges and two schools providing liberal arts, teacher education, technical and professional education, and public affairs and community service programs. It provides 93 majors at the Undergraduate level, 32 at the master's, the post M.A. education specialist's degree, and jointly offers doctoral studies with the Lincoln Campus and the Medical Center. The University of Nebraska--Lincoln has extensive agricultural programs in addition to liberal arts, technical, and professional training and offers 40 doctoral programs, 60 master's level programs and 88 majors at the undergraduate level.

The Center for Afghanistan Studies at the UNO presently serves as the only institutional base in the United States specifically and exclusively concerned with Afghanistan affairs. The history of the Center and the projects it pursues comprise the first part of this vignette. Next, how the Center brings international and intercultural components to UNO will be explored. Finally, UNO's General International Studies curriculum program will be briefly described because it rests firmly upon faculty expertise and resources developed through the Center.

This vignette illustrates how an institution can utilize an university center to build and strengthen intercultural and international components. It also serves as an outstanding example of how an institution which is deeply involved in technical assistance and research abroad utilizes an administrative unit--a center--to link these activities with on-campus programs. Thus, work and research abroad activities are connected with international campus activities for mutual benefit and for maximum impact.

History and Functions of the Center

The Center evolved from a research and study program begun in 1971 at UNO, because a substantial body of American scholars of Afghanistan studies desired an institutional base for their activities. The leader of this group and several other members were at UNO. The University, recognizing the need for international studies and involvement in order to further understanding among the diverse peoples of the world, decided to provide a base for the scholars and thus to focus its attention on the Asian country of Afghanistan. It made a commitment, using at first only University resources, and the Afghanistan Studies and Research Program was instituted. The Program was conceived in a spirit of concern for the developing nation of Afghanistan and for providing the University with a new dimension of international participation and meaningful involvement. The Program was designed to serve catalytically as the focal point for the generation of ideas, initiatives, and reinforcement among individuals interacting in diverse fields--both scholarly and technical--related to professional work in Afghanistan.

Following determined efforts to lock these arrangements into a plan for

active participation on the UNO campus, outside assistance and participation was sought and encouraged, and bids and proposals were submitted for various government contracts and grants pertaining to Afghanistan.

The Univerisity of Nebraska system, because of the strength of UNO's unique Afghanistan Studies and Research Program in addition to the system's strengths in the fields of education, agriculture, and engineering, was awarded a large contract of $1.3 million in July 1974 with the U.S. Agency for International Development. The contract was for a "Higher Education Program for Kabul University." The University of Nebraska, Lincoln, and UNO provide consultants and accept visiting Afghan lecturers to implement this three-year contract.

In 1973, as contract negotiations with AID were being pursued, the UNO faculty member who was Director of the Afghanistan Studies and Research Program and the principal architect of the proposal, died suddenly. The University was able to persuade Thomas E. Gouttierre, the Executive Director of the Afghan-American Educational Commission (the Fulbright-Hays Program) in Kabul, Afghanistan, to come to the University to be Director of the newly formed Center for Afghanistan Studies (CAS). Shortly after his arrival he was asked to serve as Dean of International Studies and Programs. The Center was established in the fall of 1974 to coordinate research, study, and technical assistance activities. Mr. Gouttierre has a master's degree in Islamic studies from Indiana University in Persian and Arabic languages and literature, and in addition to three years as Director of the Afghan Fulbright program, he also served in the U.S. Peace Corps in Afghanistan from 1965-67. He is fluent in Persian and Kabuli Dari and reads Arabic and five other languages.

As Dean of International Studies and Programs, he administers UNO's various internationally connected activities, including contracts for management training for senior Afghan government officials, the higher educational development program at Kabul University, study programs involving over 30 faculty and 1,500 students at seven USAFE bases in Europe, and study-abroad tours sponsored by UNO. He also serves on the University-wide International Program Committee and the International Studies Committee, which will be described below.

Center Projects and Activities

The Center has provided a focal point for the gathering of notable Afghan specialists and significant course materials. Fifteen acknowledged international scholars from various research universities hold research-associate status in the Center. At the same time, the UNO library is moving rapidly toward acquiring the finest collection of Afghan primary and secondary materials in North America. This multilingual collection serves as a nucleus around which interested Afghans and non-Afghans can do work on specialized Afghan research topics. On-going Center projects and activities include the following:

* Afghanistan Studies Association (ASA). The Association has selected UNO as its institutional base. The Center has been able to enhance the Association's capability to serve its membership and mailing list in the form of newsletters, occasional papers, and resource materials.

° Fulbright-Hays Exchanges. An integral component of the activities of the Center is the institutional exchange agreement between Kabul University and UNO, supported by the Council on International Exchanges of Scholars (CIES). Each year, one Afghan and one American from the College of Arts and Sciences of their respective universities exchange faculty positions. Additionally, there is an annual exchange involving Afghan and American students at the masters-degree level.

° National Atlas of Afghanistan. The Center, in collaboration with the Institute of Geography of Kabul University and the Department of Geography-Geology at UNO, has begun work on the production of a National Atlas of Afghanistan. Scholars all over the world are making contributions in their area of expertise to this first-of-its kind project.

° Publication Series. The Center sponsors, in conjunction with the ASA, a publication series of occasional papers consisting of bibliographic and research materials.

° National Development Training Project for Afghanistan. This AID-funded project, sponsored by the Office of International Training, provides specialized training in public administration and management for Afghan participants. Middle-level managerial personnel from various ministries in the government of Afghanistan are pursuing programs including traditional academic coursework, internships, and workshops directed to the specifics of their careers.

° Higher Education Program for Kabul University. This program, alluded to earlier, is a contract with USAID to provide nine full-term and several short-term consultants to Kabul University. It is designed to augment Kabul's overall development and planning capability in the areas of education, agriculture, and engineering. The three-year contract also brings 10 visiting Afghan lecturers to Nebraska.

° Afghanistan Week. Each year the Center sponsors a week-long series of seminars, talks, panels, discussions, and movies presented by well-known Afghanists to promote interest in the country and the Center's activities. In 1976 the three-day conference involved 27 international scholars and many community and campus people.

° Glacier Survey of Afghanistan. A UNO Professor of Geography-Geology is pursuing, with the Secretary of UNESCO's International Commission of Snow and Ice, the possibilities of surveying the extent of Afghanistan's permanent snow and ice cover. This survey, when combined with other analyses, will provide a sound basis for future planning of water resource utilization in Afghanistan.

The Center and International/Intercultural Curriculum

With the growth and development of the Center has come a consequent growth in course offerings on campus. Currently, students are able to pursue such topics as Afghan history, Afghan geography, Islamic law, and related fields. Of great importance, perhaps, is the availability of language training in Dari. The language may be studied either under the

conventional academic-year format or in an intensive-study program. The library resources provide students as well as faculty with primary and secondary source materials on Afghanistan, many of which are available nowhere else in the United States.

The Afghanistan Week and the ASA activities bring world-renowned scholars to UNO, allowing students an exposure to these people. For example, anthropologist and author Louis Dupree, who has spent most of his career in Afghanistan and who has directed archeological excavations there, has come to campus for several day-long visits.

The faculty members from Kabul University serve as resources for offering courses and language training and for expanding student academic and personal horizons. The exchange programs with Kabul for masters level students allows for extensive intercultural experiences.

The faculty who return from their work at Kabul University will create another rich resource for course development, particularly in the fields of comparative education and the problems of developing nations.

Using the courses and resources outlined above and linking with other courses and specialities offered on campus for other parts of the world, the UNO decided to develop an international studies program with a major and a minor concentration.

The General International Studies Curriculum

The University's educational philosophy provided a base for the development of new curricula. In Toward Excellence II, Regents' Commission Report on the Urban University of the 70s it states: "consideration will be given to further development of certain interdisciplinary curricula, such as race and ethnicity, women and cultural minorities, urban and suburban social patterns, cross-cultural and international studies." (Underlining by the writer.)

The Center programs and activities described above, and other campus programs which offered courses on Africa and Latin America, provided the foundation and focus for the development of the international studies curriculum. The newly established Office of International Programs, under the Dean of International Studies and Programs, administers various inter-campus programs and brings together internationally-oriented faculty for the purpose of integrating and promoting international studies. In order to plan the new curriculum, a Program Committee on International Studies was formed with wide representation from different faculty departments. The Committee functions also to advise the Dean of International Studies in the planning, monitoring, and developing of International Studies at UNO. The Committee studied campus commitments and resources carefully and developed a new program which was approved by the various campus academic units in late fall 1975. Concurrent with the development of the program, a proposal was submitted to the Office of Education's "Program for Strengthening the International Dimension of General Education at the Undergraduate Level" in January 1975. (This is the same funding source used by the University of North Carolina at Charlotte, and several other AASCU colleges have also obtained grants under this program.)

In June 1975 UNO was notified that their proposal for a new Program would be funded, and planning was begun so as to offer courses in the fall of 1975. The new interdisciplinary International Studies Program represents a repackaging of some 50 courses in geography, sociology, political science, history, economics, and international relations and includes two newly developed core courses titled Third World Nations in a Conglomerate World. The new courses are an important integrating feature of the program and are team taught by 11 faculty members. The $28,000 grant provided funds which gave the faculty time to develop the core courses and provided faculty salaries which permitted released time for the 11 to team teach the courses throughout the school year.

The course of study is interdisciplinary and is consistent with other requirements of the College of Arts and Sciences. Students may major in (1) General International Studies; (2) International Studies with a specialization (area or function); or (3) they may pursue a double major to include International Studies in either of the two categories mentioned above plus another discipline.

Students must meet basic college-level requirements and satisfy a foreign language proficiency requirement (at the intermediate level). Students who choose the International Studies with an area specialization must have language study equivalent to three years of foreign language study at the college level.

The team teaching format of the core courses is innovative and has resulted in significant faculty interest and commitment to the program. All 11 faculty members were present at every class meeting of the core courses, which were usually team taught by two or three professors. The other faculty, along with the students, participated in the discussions.

The first semester of Third World Nations in a Conglomerate World was designed to: identify the components of the Third World; to determine the relationship among those components; to determine also the relationships between the Third World and other Worlds; and to promote fuller understanding of the international community--its problems, prospects, processes, and interdependence.

The second semester course of Third World Nations in a Conglomerate World was designed to present case studies of Afghanistan, Malawi, and Bolivia--three landlocked countries on three different continents--and to compare and contrast numerous geographical, social, political, economic, and cultural factors which have shaped their past and will influence their future.

When I visited UNO, I attended a three-hour meeting of the second semester course and had an opportunity to talk with faculty and students at some length. The course met at night allowing a wide participation. It drew 52 students. Students exhibited a lively interest and made comments such as: "fantastically interesting," "now I have a genuine interest in the developing countries and would like to visit them some day," or "helped open up a whole new set of perspectives for me."

The faculty were enthusiastic about the course and particularly about

the experience of planning and working together in the interdisciplinary team-teaching format.

UNO plans to continue the same program, but funds will not allow such a large group of faculty to participate actively. Instead, the format will probably be modified to include three faculty to team-teach each core course and invite the others to come, if they feel so inclined.

Summary and Adaptable Ideas

Graduate-level language and area studies centers seldom are found in AASCU institutions. A large number of AASCU colleges and universities have approached undergraduate international/intercultural education through area studies. A few have successfully used an area studies program as a vehicle for internationalizing the undergraduate liberal arts curriculum. The Middle East Studies Center at Portland State University, Oregon, provides many popular, topical and comparative courses about the Middle East in addition to offering the languages of the region. The Center for Afghanistan Studies at the University of Nebraska, Omaha is noted as a center for research and study about Afghanistan. It has technical assistance programs in addition to mutual exchanges of faculty and students. Faculty experts from the Center have participated with other area specialists in designing a series of team-taught international courses which students can take to fulfill general education requirements. Students at the university can select a series of international team-taught courses to fulfill their general education requirements.

Adaptable Ideas

Many colleges and universities could adapt the following from Portland State University and the University of Nebraska, Omaha:

1. Utilize language and area studies programs as vehicles for internationalizing the undergraduate curriculum.

2. Encourage area specialists to give leadership in planning and implementing courses for undergraduates.

3. Offer interdisciplinary topical and comparative courses to stimulate student interest in international/intercultural issues.

IX

International and Intercultural Curriculum Approaches

This chapter discusses various approaches to international and intercultural curriculum which may be utilized, and it emphasizes ways to build on existing resources to expand curriculum and reach more students. The chapter includes: a discussion of general studies approaches; intercultural and multicultural approaches; study and work abroad; foreign students as an educational resource; and inter-institutional links which strengthen programs of international/intercultural education. The chapter contains vignette descriptions of various programs at AASCU colleges and universities which illustrate differing approaches and adaptable ideas.

General Studies Approaches

The courses in the general education curriculum which provide students with a liberal arts background reach most undergraduates. For a college or university to evidence a commitment to international/intercultural education, an effort should be made to reach students through this core curriculum. In the institutions described in the case studies, there are examples of differing ways of designing courses with an international/intercultural emphasis which are open to all students. The following vignettes provide other examples.

American Problems in an Interdependent World

This is the title of an interdisciplinary team-taught 12-unit general education program offered to freshman students at Millersville State College, Pennsylvania, in 1975. This program exemplifies an innovative and seemingly effective approach to internationalizing the general education curriculum by using the "total immersion" concept for maximum impact. Students who elected this program received 12 units of credit in place of four separate three-unit courses in the general education component.

Millersville State College is a medium-sized college enrolling approximately 5,000 students. It is in the town of Millersville, 65 miles west of Philadelphia. It has four academic divisions, the largest and oldest of which is the Division of Education. There are a few scattered elements of international education on campus, but there is no stated college commitment to the concept.

The internationally-oriented general education program was planned and implemented by a small group of dedicated and enthusiastic faculty members from several departments under the leadership of a professor of education with considerable international experience. One impetus to the program idea came from the results of a survey he conducted of senior students in a comparative education class. The question asked was: "Do you think of yourself as living in a global society?" Only one of the 30 students answered "yes"--though he had tried to emphasize this concept during the semester. The results of this survey stimulated him to talk with

interested colleagues, and together they planned a program. The group was committed to the idea that it is imperative for undergraduates--and, in particular, future teachers--to understand global issues. They searched for a way to incorporate this commitment into the curriculum. The College had adopted previously a "General Education Experimental Program" format which allowed 12 units of coursework to be grouped into one block for General Education credit. (During 1974, this experimental program format was used to offer a 12-unit, block of team-taught courses on the topic: Futuristics? A Quality Environment.) Therefore, the structural format was in place for experimentation and innovation--it needed only leadership, faculty interest and expertise, and creativity to devise a program of courses on global issues. American Problems in an Interdependent World was the result of the group effort.

Description of the Program. The Program included the following features:

° It was a 12-unit integrated block of four mini-courses of three or four weeks each. Each mini-course contributed to the theme from a different perspective. Therefore, students were immersed in this one program a whole semester and concentrated most of their study energies on this one topic.

° Students could take one other course (for a 15-unit load) and were encouraged to choose a specially designed speech course integrated with the Program.

° Thirty-five freshmen students were enrolled in the Program, and all were in one class working together for one semester.

° Each of the four mini-courses was designed by the faculty teams to develop the larger theme, and each was team-taught by two faculty members. (In the catalog they were cross-listed as four separate three-unit general education courses for credit purposes.) The schedule included several introductory meetings and an integrating symposium at the end.

The courses were as follows:

(1) Search for a Useable Future (Philosophy). Philosophical, moral, theological, historical, and scientific problems associated with the emergence of an increasingly interdependent but politically-and socially-fragmented world.

(2) Population Growth and Resources (Geography). Analysis of variation in distribution and growth of population throughout the world. Regional urbanization trends and consequences. Differential impact of regional population increments on non-renewable resources.

(3) Global Development Issues (Economics). Analysis of widening economic gap between the industrial and non-industrial countries and international institutions; foreign aid programs. Environmental impacts of accelerated industrialization.

(4) Modernization: Societal and Global (Sociology-Anthropology). The problems of modernization, industrialization, and change in relation to individual cultural groups. Analysis of change from viewpoint both of the community and the governmental or other structural entity directing or encouraging the change.

* Because all students were together for all class meetings, they were able to work cooperatively on projects for whole days at a time and to travel together to visit organizations and agencies and talk to officials about the issues. This format allowed the faculty to integrate a rich program of field experiences and guest speakers with the classroom experience. For example, students traveled to New York by bus to view the United Nations in action; they went to Washington, D.C. to visit with officials in the Energy Research and Development Administration (ERDA); and they also spent a day at the Smithsonian Museum of Science and Technology to focus on the topic of the influence of technological change.

* Students were encouraged to analyze the issues and integrate their new knowledge through a semester-long assignment to write a paper on a central world problem such as energy, population, or urbanization. Each student was asked to gather information from many sources and to treat the topic in an increasingly expanding manner as the semester proceeded. First he was to analyze the chosen issue from the vantage point of the town of Millersville, the county region, the state of Pennsylvania, the whole United States, and finally one or more foreign nations.

Evaluation and Results of the Program. The team-teaching component was extremely successful, according to all reports. In fact, some faculty felt they personally had benefitted more from the team-teaching experience than the students had from the total program. Diverse disciplines were often paired, such as Theology and Economics, and the results were dynamic and stimulating for faculty and students. The course is being carefully evaluated and these evaluations will be used as a basis for improvement. The evaluations so far indicate that the course should be offered to more students and that sophomores might receive more benefit from such a program than freshmen. (Also, it would be easier to recruit students at the sophomore level.) Many elements of the course are being translated already into the social studies curriculum for prospective teachers. Campus interest in international education is growing rapidly, and committees have been formed to help assess and plan more international/intercultural elements, largely as a result of the enthusiasm generated by this Program.

There are several indications that this "total immersion" curriculum has had a significant impact upon student understanding of global issues, but it is difficult to evaluate whether the Program changed student attitudes permanently. It is also difficult to assess whether or not the students from the Program will continue to be interested in global issues. However, there are many features of this Program which are adaptable, and probably one of the most important aspects to consider is the "total immersion" concept.

The Institute of International and Area Studies at Western Michigan University

At Western Michigan University (WMU) in Kalamazoo, Michigan, there are significant efforts to reach all undergraduates with international and intercultural curriculum. This large university (Enrollment in 1975-76 was FTE 17,043) has a long history of commitment to international education. The Institute of International and Area Studies in the College of Arts and Sciences coordinates five interdisciplinary international undergraduate programs at the major or minor level including African, Asian, Comparative/Crosscultural, European and Latin American Studies. Each program is a coordinate major so that a student also must enroll in a standard departmental major. Many of the courses offered by the five programs also satisfy general education requirements. The five programs were changed in 1975-76 from graduate to undergraduate programs in order to reach more students. Of special interest is the fact that MSU has a longstanding requirement that all students who graduate from MSU must take at least one non-Western course as part of their general education requirements. Most of the courses which satisfy this requirement come from the offerings coordinated by the Institute of International and Area Studies, and are designed to provide an international and intercultural dimension to each student's liberal education.

The World Cultures Center at Cheyney State College, Pennsylvania

Cheyney State College in Cheyney, Pennsylvania, on the outskirts of Philadelphia, is a rural, small (enrollment in 1975-76 was FTE 2,377), historically black public college which has a 138 year history. Originally, and for many years, a normal school, Cheyney now offers programs in the liberal arts and sciences as well as in education. The World Cultures Center is the vehicle used to bring an international and intercultural dimension to the College, the community, and the public schools of the region. The Center is subsidized by the College, and it has received a grant from the Office of Education under the program, "Strengthening the International Dimensions of General Education at the Undergraduate Level" to expand its activities. The Center first offered programs on Africa, but now covers many other world regions. Each semester it presents a two-week long "Focus" Program involving the entire college and the community. Among the world regions used as a focus in the last two years are, Africa, Asia, Latin America, the Middle East, the Soviet Union, and Eastern Europe. Every four years (one each student generation) the Center conducts a colloquy with a focus on Africa. Cheyney faculty and students are joined by guest specialists who serve as resource people in fields such as anthropology, economics, music, political science, and sociology to present lectures, seminars, and demonstrations to the College and community. The Center works closely with the faculty and the library to acquire and display appropriate books and materials, and the Center serves as a collection point and display center for artifacts on various regions of the world. The activities of the World Cultures Center include: curriculum enrichment and development; helping faculty to travel abroad; college-community lectures series, art and artifact exhibits; drama, music, and dance programs; foreign film festivals; in-service workshops for public school teachers, cooperative activities with the Pennsylvania Consortium for International Activities;

and other similar activities. As a visitor, I was certainly impressed, as others have been, with the role of the World Cultures Center in adding an international and intercultural dimension to the lives of the Cheyney undergraduates and of the people in the community.

The Center for International Studies at the University of Toledo, Ohio

At this large university (1975-76 FTE enrollment approximately 12,000), the Center serves to combine, coordinate, and encourage international studies. The Center Director, Dr. Abid Al-Marayati, works with a faculty committee to design programs and interdisciplinary courses to provide students with an understanding of the culture, history, politics, and economics of the world. Programs include undergraduate majors and minors in International Business; and a masters-level degree program in International Relations. The Center helps bring an international dimension to the University and provides undergraduates a wide choice of international courses for general studies or for specialization.

Intercultural and Multicultural Approaches

> To acknowledge the existence of other cultures is to embrace the reality of the present. To affirm the equality of other cultures is to dream the dreams of the future. To understand and accept other cultures is the task of mad men and far-out individuals--rarely, yet sometimes, scholars and teachers. (Evelyn Jones Rich)

Intercultural understanding is the goal: to find a way to educate students to appreciate, to accept, and to learn from other cultures is the challenge. This challenge is being accepted by a large number of campus individuals with whom I talked--many of them are struggling conceptually and in practical ways to develop programs--once they have adopted the intercultural imperative.[1] Unfortunately, we really do not know what approaches are the most effective in teaching intercultural understanding, and more well-conceived research is badly needed. We should have systematic evidence about selecting and organizing content, teaching methods, and evaluating learning.

However, most educators have thought about good teaching and how students learn best. Many are searching for ways to lead students to affective as well as cognitive learning--to learning which changes attitudes as well as increasing the store of facts and knowledge.

Intercultural and international understanding means much more than knowing the names of the major rivers of the world, or the theoretical differences between Marxism and Democracy, or the details of the current inter-

1. John Carpenter and Galo Plaza, The Intercultural Imperative (New Dehli: Mohan Makhijani at Rekha Printers (P) Ltd., 1973). (Copies available from the American Association of State Colleges and Universities, One Dupont Circle, Washington, D.C. 20036).

national crisis. This is not meant to negate the importance of sound scholarship and a comprehensive knowledge base, for they are the framework of a quality education. However, it is to emphasize that an understanding and acceptance of other cultures requires more than mere knowledge about them--it requires careful planning to find ways to help students to shift attitudes. (In fact, some types of study and some intercultural contacts may serve only to reinforce negative stereotypes about other cultures.) Experiential components, carefully planned and analyzed, are important adjuncts to academic programs. Ways need to be found to expose many students to different cultures domestically and internationally: to give them firsthand intercultural experiences, to help them analyze and evaluate these experiences, and to lead them to appreciate and accept cultural diversity in America and in the world.[2]

Each case study presented could be viewed in its totality as an excellent example of a college program aimed at increasing intercultural understanding. Educators at Adams State College, for example, begin with bicultural understanding and lead students into intercultural understanding. The mutual exchange programs at Lock Haven State College are aimed at developing intercultural understanding as are the numerous international programs described at the University of North Carolina, Charlotte and the University of South Florida. Certainly Ramapo College of New Jersey with one major academic unit--the School of Intercultural Studies--focused on the subject presents an outstanding example.

However, there is one fruitful approach to intercultural understanding which is in the embryonic stage on many campuses: That is to start with a study of the ethnic culture at hand--on campus or in the community--lead into a study of other domestic cultures, and eventually branch into foreign cultures. The program at Adams State College serves as one important example of this approach.

It was not the purpose of this study to assess and describe ethnic heritage programs, nor multicultural teacher training programs--that remains for another research effort with a different focus. In fact, when visiting colleges, often I was not even told about campus ethnic programs such as Black Studies, Chicano Studies, or Native American Studies--nor of bilingual/bicultural teacher training programs, unless I specifically inquired about them. In many colleges such programs emphasize the study of one subculture and have no multicultural or international components; and on many campuses they are viewed as programs to serve the demands and needs of individuals from a particular ethnic group, rather than as an important springboard for increasing intercultural understanding among all ethnic groups. When these programs were used in such a broad manner--to help develop intercultural understanding--then I made an attempt to learn about them while I was visiting a campus. Two examples of such

2. For an important research study comparing domestic and international off-campus programs see: W. Frank Hull IV, Walter H. Lemke, Jr., and Richard T. Houang, Students in Sojourn: An Extensive Interview Study of American Undergraduates on Off-Campus Study Programs in the United States and Overseas (Washington, D.C.: National Association for Foreign Student Affairs, 1976).

intercultural programs are presented below.

The first is San Diego State University's Institute of Cultural Pluralism which is designed to train teachers to be responsive to the needs of culturally and linguistically different children and to accept cultural pluralism. The second is the University of Southwestern Louisiana with its concerted efforts to revive the French heritage and language in its region. The reader should keep in mind that the case study of Adams State College serves as a third example, and it reminds us what can be done on a small campus. All three programs are efforts to bring out the cultural richness and diversity of the cultures in the region, and all encourage cultural pluralism: the respect and value of cultural and linguistic differences as integral and positive forces in American society--and in world society.

The Institute for Cultural Pluralism at San Diego State University (SDSU)

The University. San Diego State University (enrollment: FTE 24,742 and Headcount 34,835) is one of 19 campuses of the California State University and Colleges. The University offers undergraduate studies leading to a Bachelor of Arts or Bachelor of Science degree in some 65 fields. Specialized predental, prelegal and premedical programs are available. The graduate school offers studies leading to the Master of Arts or Master of Science degree in over 50 fields, some two-year programs leading to specialized masters degrees, and doctoral degrees in three fields which are awarded jointly with the University of California.

The University has a second campus 120 miles east, in the Imperial Valley in Calexico, within walking distance of Mexicali, Baja California, Mexico. A major function of this campus is to foster better understanding between Mexico and the United States. The program is restricted on this campus to upper division and graduate students. Eleven majors leading to the bachelor's degree are offered in addition to a program to complete the California teaching credentials.

The President of San Diego State University, Brage Golding, became the University's fifth president in 19[illegible]. Dr. Golding has a deep commitment to intercultural programs and studies, and he was one of the participants in the OAS-sponsored AASCU Seminar in Guadalajara, Mexico on the topic: "Can Man Transcend His Culture?", which has been referred to in other chapters.

There are many international and intercultural programs at San Diego State University which will not be described in detail here. For example, there is a Latin American Studies Center which focuses on comparative urban problems and links closely with the area's public schools and with the Border States Consortium for Latin America.

The Institute for Cultural Pluralism. The rationale for teaching cultural pluralism[3] is expressed in the Director's words:

3. See also: William A. Hunter, ed., Multicultural Education Through Competency-Based Teacher Education (Washington, D.C.: American Association of Colleges for Teacher Education, 1974), for a complete discussion from several points of view.

> The philosophy of cultural pluralism acknowledges cultural and linguistic differences of children and the fact that a child's learning begins in his home and community. Cultural pluralism accepts the intrinsic educational validity of that learning environment and builds upon it. Cultural, racial, and linguistic differences are not viewed as negative components to be temporarily tolerated, but as integral, positive forces in American society. Education can reflect this attitude by moving to make teacher training, curriculum development, and educational administration thoroughly multicultural.

The Institute was first established at the University of New Mexico in August, 1972, utilizing the U.S. Office of Education's Teacher Corps program funus. It was originally conceived as a means of encouraging interdisciplinary research and development in multicultural education.

In 1973, the School of Education at San Diego State University invited the Institute to relocate there. The administration and faculty were very interested in having the Institute, particularly President Golding and Dr. Thomas A. Arciniega, Dean of the School of Education. Dean Arciniega is a national leader in milticultural education and ethnic studies in the United States. He is on the National Advisory Council of the Ethnic Heritage Center for Teacher Education of the American Association of Colleges for Teacher Education (AACTE), and was the chairperson of the Commission on Multicultural Education of AACTE.[4] The Institute was to join the SDSU School of Education as a resource agency to facilitate research and development in teacher training for the linguistically and culturally different.

The original goals of the Institute were:

(1) To coordinate the School of Education's development of a plan for implementation of a Bilingual/Cross-Cultural Specialist Credential program.

(2) To carry out preservice and inservice training in cultural pluralism for faculty and students.

(3) To facilitate and coordinate faculty and student research and program development in cultural pluralism.

(4) To assist School of Education departments in providing inservice cultural pluralism training to school districts.

(5) To assist all School of Education departments in incorporating cultural pluralism emphases into their programs.

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4. For a recent review, and bibliography, see: Donna M. Gollnick; Frank H. Klassen; and Joost Yff, Multicultural Education and Ethnic Studies in the United States: An Analysis and Annotated Bibliography of Selected ERIC Documents (Washington, D.C.: American Association of Colleges for Teacher Education, 1976).

(6) To provide technical assistance in cultural pluralism program development, operation, and evaluation to local Teacher Corps projects and to other federally-sponsored projects in California.

The Institute developed the program for the Bilingual/Cross-Cultural Specialist Credential in compliance with the guidelines established by the Ryan Act which was submitted for the University to the California Commission for Teacher Preparation and Licensing. The Specialist Credential Program was approved by the Commission and was implemented in the Fall of 1974 with an initial enrollment of 80 students. Subsequently, a program for a Master of Arts degree in Multicultural Education was developed and approved by the University, designed to be coordinated with the Specialist Credential program. The first class of students graduated from these two new programs in 1976.

Both the Specialist Credential and the M.A. degree programs are based on a teacher training model, "Community, Home, Cultural Awareness, and Language Training" (CHCALT) which was originally conceived by the Director of the Institute for Teacher Corps in 1970.[5] The major emphasis of the CHCALT model is on enabling teachers to understand the home and community culture and language of children as a foundation for developing appropriate, individualized teaching strategies. The program itself is competency based and is designed to provide training which concentrates on the four major ethnic groups in San Diego area: Mexican American, Afro-American, Asian American, and Native American.

One example of a course from the program is, A Philosophy of Education for the Culturally and Linguistically Different. The goal of the course is, "to utilize the disciplines of anthropology, sociology, psychology, aesthetics, linguistics, and history to enable candidates to look at culture from a broad range of perspectives." The course description includes a list of competencies to be gained and areas of study to be mastered from each of the above disciplinary perspectives.

The Institute has provided assistance to school districts and agencies on an individual contract basis for staff training and development, in addition to serving the University and developing the Bilingual/Cross-Cultural Specialist Credential. The Institute has received over two million dollars from a number of federal grants for the 1975-76 school years, which enables it to serve the entire San Diego community as a facilitator for Bilingual/Cross-Cultural education. Some of the activities which the grants help to fund include:

* Technical assistance is provided to California Teacher Corps projects in the area of Multicultural Education. Program development services will also be provided on a nationwide basis under this grant.

5. M. Reyes Mazon Community, Home, Cultural Awareness and Language Training: A Design for Teacher Training in Multicultural Education (San Diego, California: Institute for Cultural Pluralism, San Diego State University, 1975).

° Bilingual Teacher Training Fellowships (Title VII) are provided. The funding allows 40 individuals grants of amounts up to $6,000 for students to pursue full-time study toward a M.A. degree in Education with a concentration in Multicultural Education.

° A Grant for the Bilingual/Bicultural Teacher Training and Resource Center allows the Institute to provide teacher training services for the San Diego Bilingual/Bicultural Consortium which includes a number of school districts in the area. Internships will be made available for approximately 100 teachers and 50 aides from those districts to participate in training programs beginning at the teacher aide level and continuing through the basic credential level up to the M.A. level. The Materials/Acquisition Project will be incorporated into the Resource Center, and its extensive library will be retained and used to help in the development, revision, and field testing of teaching materials.

° General Assistance Center-Type B (Title IV) is provided. This program provides technical assistance to school districts with children of limited or non-English speaking ability. Nine nearby school districts will be served.

The University of Southwestern Louisiana: A Program to Revive The French Heritage and Language

"Bienvenue au pays des Cajuns, Acadiana"

A university deeply involved in a unique ethnic heritage program with many international dimensions is the University of Southwestern Louisiana (USL--FTE: 10,534). Situated in Lafayette, Louisiana, a town of 73,000, and serving a geographic region known as Acadiana with 512,000 inhabitants, the University is in the heart of Cajun country reaching back to France for its roots.

Historical Background. A brief historical review will serve as background for USL's various ethnic heritage and foreign language programs. Three waves of French settlers came to Louisiana in the 18th century. The 6,000 or so Cajuns arrived in the second wave, being largely small farmers driven from their homes in Acadia (now Nova Scotia and New Brunswick) in Canada. ("Cajun" is a popular corruption of the French word "Acadien,") The Cajuns were exiled from Canada between 1755 and 1770 when Britain, having gained control of their land, demanded that the French colonists swear allegiance to the British crown or leave. Leaving behind homes and farms, and often separated from relatives, most fled by small ships to settle in an area where the French were welcome--southern Louisiana. Lafayette is the central and dominant city of Acadian land. The flight of this group has been immortalized in Longfellow's well known poem, "Evangeline." Monuments to the French heritage abound in southwestern Louisiana, including Le Petit Paris Museum in St. Martinville and the 157 acre Longfellow-Evangeline State Park nearby, which interprets the history of the early French settlers in Louisiana and contains the 18th Century Acadian House Museum and an Acadian craft shop. However, generally speaking, the move to rekindle pride in this French heritage is a recent phenomenon.

State-wide Activities. In Louisiana, in Lafayette, and at the University,

there is a strong revival of interest in the distinctive French heritage of the Cajuns and in their language and culture. The common bond of all aspects of the Cajun tradition is the French language. In years past, efforts were made to stamp out spoken French--largely encouraged by Cajun parents who thought their children should learn English to be successful. I talked with Cajun adults who told of being punished in elementary school when they spoke French, though French was their native tongue. In order to encourage the revival of the French language and to build pride in this distinctive ethnic heritage, a state-funded organization was formed in 1968 called the Council for the Development of French in Louisiana (CODOFIL). CODOFIL has established close working relationships with the highest government officials from French-speaking countries as well as with education, business, government and media representatives in Louisiana. CODOFIL sponsors numerous activities of educational and cultural exchange with Canada and France in a program aimed at perpetuating the French cultural heritage of the area. The philosophy of the President of CODOFIL, James Domengeaux (a lawyer and former Congressman), is reflected in his statement about the goals of CODOFIL, "if you save the language, you save the culture."

This philosophy is translated into program efforts throughout Louisiana and especially in the area surrounding Lafayette to teach and revive the French language. With the impetus of CODOFIL, the first regular French instruction in Louisiana elementary schools began in 1972 utilizing teachers from France (encouraged originaliy by President Pompidou) as well as French teachers from Quebec, Switzerland, and Belgium. These imported teachers have regular school assignments in the elementary schools in the parishes. There were 252 of these "associate" teachers teaching 500,000 elementary school students in Louisiana in 1975-76. Soon American instructors will be qualified to take over as more Louisiana teachers are being trained under the "Second Language Specialists Program" to be described later. I attended a meeting of the French teacher's club, Le Poulailler, in Lafayette, and among the members were French teachers from five foreign countries and the United States. They reported that due to their teaching efforts there are now many families where the grandparents and grandchildren can converse in French, but the parents speak only English because of educational policies when they attended school. During the club meeting, TV crewmen from the "Today" show were filming club members dressed in Cajun costumes and singing and dancing. The film was used as part of the Bicentennial salute to Louisiana and its heritage.

The Programs of USL. The University of Southwestern Louisiana is playing an active part in the revival of the French language and culture. President Ray Authement, the administration, and faculty members from almost every department of the university are interested in and supportive of such efforts. With the exception of the HEW-funded National Bilingual Resource Center--a regional center serving 10 states and housed at USL--the University does not receive funding from the Office of Education for the programs described. The key activities, programs, and cooperative efforts at USL are summarized below:

* The Institute of French Studies. The Institute, actually a working committee of six or seven faculty members from several disci-

plines, was organized in 1968 for three purposes: 1) to make the university a center of research, teaching and cultural exchange between the U.S. and the French-speaking world; 2) to train students for careers in U.S. government service and with private American business in the French-speaking areas abroad; and 3) to maintain and foster the French heritage of Southwestern Louisiana in all its aspects as a key to regional development and international understanding.

As recommended originally by the Institute and sponsored now by the political science department, USL offers an interdisciplinary program leading to a B.A. degree in French area studies. Departments participating include French, geography, history, economics, political science, and sociology in the College of Liberal Arts, and the departments of economics and management in the College of Commerce. In 1975-76 four students graduated in French area studies and nine students are enrolled in the program in 1976-77, with many more students taking courses focused on French or Louisiana studies and the French language, but not being candidates for the French area studies degree. There were 25 French majors at USL in 1976, for example.

The Institute sponsors a biannual symposium called "France and North America" with internationally renowned scholars from the French-speaking world presenting papers related to the chosen theme. It also co-sponsors with the School of Music a yearly Festival of French and Acadien Arts.

The University Dupre Library contains several special collections related to Louisiana's early history to serve scholars and students. Housed in the library is the "Center for Louisiana Studies" containing a unique and extensive collection of archives and historical documents pertaining to the Louisiana colonial period. Primary source material is collected and archival records of France pertaining to early Louisiana history have been filmed from the Library of Congress collection. The foreign language department chairman of USL is completing a project in the Archives of the Indies in Seville, Spain to organize and photograph all relevant correspondence of the "commandants" of Louisiana in the latter part of the 18th century. Ten thousand such documents have been copied and categorized to date.

The Center for Louisiana Studies publishes books, translations of historical documents, and both the "University of Southwestern Louisiana History" series and the "Essays on Man" series, together with the Attakapas Gazette and Louisiana History, the official journal of the Louisiana Historical Association.

The foreign language department at USL offers a rich variety of courses--particularly in French language and culture. It encourages research and publication, and works closely with the state-sponsored CODOFIL, and the HEW-funded National Bilingual Resources Center housed at the University. The department also edits a bilingual journal, Revue de Louisiane/ Louisiana Review, published by CODOFIL.

Working through CODOFIL's Academic Advisory Board, a state-wide consortium of 18 universities has been organized to develop a Louisiana Center for Studies in France. The first group of 26 students and the full-time

director gathered in the fall of 1976, from 13 different Louisiana universities, to study at Paul Valery University in Montepellier. Some will spend a semester, some the entire year. Among the group are five students from USL. The consortium chairman is the head of the Department of Foreign Languages at USL and the resident director in France this year is a USL professor. CODOFIL has provided $24,400 in funds for scholarships for these students with awards ranging from $500 to $1,200 per student. CODOFIL also helps students to study in Canada and French teachers to spend a summer studying in France.

* USL offers other study abroad programs in France, Germany, Austria, Spain, England, and Mexico in cooperation with Central College in Pella, Iowa. The European programs are all for 12 months. French majors only can earn a Master's degree (Magistere de Civilisation Fransaise) granted by the Cours de Civilisation Fransaise of the Sorbonne, accredited by the North Central Association and recognized by all North American Accrediting agencies.

* The French Cultural Services in New Orleans (sponsored by the French government) offers annual scholarships to the University of Nice and one teaching assistantship to a French lycee. USL students have taken part in this program.

* The University has hosted several international conferences such as a 1974 international conference of French language journalists and, in 1972, the Congres des Ameriques Francophones.

* The Maison Acadienne Fransaise (French House) on campus is a gathering place for French students and also houses the extensive collection of the Acadien Folklore Center. Professors and students are gathering folk materials locally, and steps have been taken to receive material from Laval University in Quebec and other sources.

* The "Second Language Specialist Program." When it was decided that French should be taught in Louisiana elementary schools, there were no means for certifying French elementary teachers. However, there were numerous teachers who could speak Cajun French already, but who needed special background courses, training in methodology, and academic French. USL took the lead in proposing a new curriculum and program of certification for French teachers to the Louisiana Department of Education. After the curriculum was developed and adopted by the State--including a competency examination for each applicant--it was recommended that these newly trained teachers receive extra renumeration for their newly developed skills, Teachers who have completed the approved curriculum are now certified as "Second Language Specialists" and paid at a rate of 80% of the next higher category of the minimum salary schedule (since December, 1974).

In eight Louisiana universities there are presently 500 teachers being trained for the "Second Language Specialist Program." At USL, in the Fall of 1976, there were 11 classes offered for the program with more than 100 teachers enrolled. The curriculum requires a total of 24 hours including Intensive Elementary French (2 levels), Intensive Intermediate French (2 levels), Children's Literature (including Louisiana French

materials and songs, etc.), Francophone Culture and Civilization, Advanced Oral Proficiency and Professional Preparation--a methodology course.[6]

Those enrolled in the program, which is offered in late afternoons and evenings, are generally certified elementary teachers or, occasionally, French teachers from high schools who want to be certified to teach French in elementary schools. Within a few years, the Second Language Specialist Program will train enough public school teachers to take over French teaching from the volunteers from France and other French-speaking countries.

The National Bilingual Resource Center. USL, and particularly the College of Education and the Department of Foreign Languages, work closely with this Center, housed at USL and serving an eleven-state area in the Southeast. The Center, funded by HEW, Office of Education, Office of Bilingual Education, is part of a national network of eleven such bilingual centers in the United States. Center objectives are to provide training for professionals and paraprofessionals, administrators and community personnel interested in bilingual and multicultural education. Center personnel help to develop and field test educational materials, provide technical assistance to local and state education agencies, and provide staff members for consultation who are teaching and linguistic specialists. The Center works cooperatively with USL and other universities in the training of the "Second Language Specialists" by assisting with instructor's salaries, helping to develop teaching materials, and providing fellowships for teachers who wish to enter the program.

The Center also provides short-term workshops, seminars, institutes, and practicums to inform local education and community agency staffs about the purposes and methods of bilingual and multicultural education. The Center at the USL specializes in French and Italian. (In the past it also worked with Spanish programs in the New Orleans area, but that part of the program has been transferred to the National Center in Texas.) The USL Center shares information and materials with other national centers and works cooperatively with the New England Center, in particular, because of their mutual interest in the French language and culture.

Study and Work Abroad

Study abroad and work abroad programs for students can be important avenues for providing firsthand experiences of other cultures and for increasing intercultural understanding. They must be carefully planned in connection with the goals and objectives of the university and of the particular program. Study abroad programs have expanded greatly during the past ten years, though this has slowed recently because of the increasing costs of travel abroad. In AASCU schools there has been a tremendous increase in the number of programs and the number of students going abroad over the past ten years. AASCU sponsored programs in

6. More information on the Program can be obtained from the Coordinator, Second Language Specialist Program, USL, Box 4-0040, Lafayette, LA, 70504.

Mexico, Canada, Italy, and Malaysia provide relatively low-cost opportunities for study abroad and do not necessitate a campus developing its own program.

It is beyond the scope of this report to discuss in detail the important issues involved in planning and implementing study abroad programs. For this purpose, the reader can find several excellent references in the bibliography. Suffice it to say that in connection with study and work abroad the following need careful consideration: pre-orientation; links with campus programs; credit arrangements; costs; where to go; when to go (during the school year, intersession, or summer session); how long to stay (a few weeks, a summer, a semester, a year); language requirments (none, elementary, intermediate, advanced--for study in the foreign language abroad); year of study (freshmen, sophomore, junior, senior, graduate student); living arrangements (with families, in hotels, in dormitories, with an American group, with a foreign group, etc.); place of study (individually planned, in an American Center overseas, in a foreign university); off-campus sojourns abroad vs. sojourns in the United States; evaluating the experience and the learning; utilizing American students who have been abroad as a campus and community resource.

Several examples of exchange programs, study abroad programs, and work abroad programs were described in the case study chapters. Lock Haven State College has developed an exchange program which combines study and work in England, and another which allows students to study in Poland. Adams State College gives particular encouragement to study abroad in Mexico and Brazil to link campus and overseas study. The University of South Florida provides study and work abroad opportunities in several ways: through the Florida system; through its off-campus term program; through campus-planned programs; and through AIESEC, which enables students of business and commerce to arrange work internships in foreign countries.

Many AASCU colleges have numerous study abroad programs and offices to arrange and manage them. Many of the smaller colleges are searching for the best way of implementing new programs. Everyone is concerned with helping students to finance study abroad--a question which comes up repeatedly. There are no ready sources of finance for such programs, but some individual campuses have worked out low-cost arrangements, and some of the work abroad programs--such as AIESEC--provide a stipend for students.

The vignette that follows illustrates one unique work-abroad program at California State University, Chico. It illustrates careful planning in concert with college and program goals.

An Experiental Intercultural Learning Program

Students at California State University, Chico (Enrollment in 1975-76 was approximately 12,000), had an opportunity for a significant intercultural experience in Morelia, Mexico through an innovative, carefully planned, "total immersion" program which combined campus study and experiential learning. The program was first put into operation in the Fall of 1975, with 24 carefully selected students chosen from 80 applicants. It was

based on several years of study and planning because President Cazier and others on campus wanted to develop a truly intercultural experiential program including a total immersion in the Mexican culture. One objective of the program was to have the students, while in Mexico, do what the Mexicans do--24 hours a day. Program development work included the thesis research of an M.A. candidate who studied the goals of the program, worked out operational objectives, assessed various sites and mixes of on-campus and off-campus components, and studied possible intercultural experiences to make recommendations for the program as it was structured. Pre-planning included several visits by administrators and one on-site visit by the Director to find housing and work internships in Morelia.

The elements of the program included:

° Ten weeks on campus in academic preparation with the 24 students taking the same courses in geography, history, art, anthropology, Latin American Studies, and Spanish all structured or modified to accent Middle America or Mexico. The students took only these courses during this time period.

° A 36-hour trip by train from the Mexican border to Guadalajara and then a seven-hour bus ride to Morelia so that the students experienced travel as the Mexicans do.

° All students lived with families in Mexico with only one American student per family. The families were selected by the Director during an earlier site visit, and students wrote letters introducing themselves to their families in advance. There were a few changes, but most arrangements were satisfactory. The families were very hospitable and included the Chico students in many family and community activities. Each student paid $6.00 per day for room and board and laundry.

° Each student was involved in a five-day per week, six-hour per day volunteer work internship while living in Mexico. These were arranged by the Director ahead of time. Although a few of the work sites had to be changed, most were satisfactory. Work sites included: the Red Cross, the Chamber of Commerce, an Old Folks Home, a City Orphanage, the Artisan Palace, the State Museum of Contemporary Art, the City Social Welfare Department, and the State Department of Tourism. Some students worked by writing English materials or teaching English, while some worked and functioned using the Spanish language--depending on their level of proficiency and the particular job. Each student kept a daily journal listing and evaluating the experiences he had.

° Once a week the group met for two to four hours in a seminar to discuss and evaluate their experiences, and they took several weekend trips with the Director to see other aspects of Mexican life--including Mexico City and rural areas. During the week, however, the students stayed with their families.

° Continuing efforts were made to develop good community relations in Morelia.

• Costs were low and averaged $400 per student for the five weeks (including transportation and room and board--plus regular tuition costs to the University). The costs, therefore were approximately the same as for students on campus.

The Director and the students evaluated the experience very positively and felt that the objectives of the program were met. Students were given a "learning evaluation essay test" at three stages in the experience, and other evaluations were made by the Director.

As a result of this successful first Program, plans were made to integrate the Morelia Program into the Latin American Studies Program on campus. It is also planned to revise general studies, Mexican-American Studies and Black Studies to encourage each student to have an intercultural experience following the Morelia model.

The summer after the program was in operation, a group of families, merchants and representatives of the State University at Michoacan came from Morelia to visit the Chico campus, and this may lead to a mutual exchange program in the future.

This program is an innovative one, in my opinion. All elements were carefully planned and although setting up the initial arrangements for living and working was complex, future programs can be arranged much more easily in the same location. The Director felt that the experience was a significant learning experience for the students enabling them to understand and better appreciate themselves, their own culture, and another culture in depth.

Foreign Students as Educational Resources

AASCU institutions encourage the enrollment of undergraduate and graduate international students, as do other institutions of higher learning in the United States.[7] The total number of foreign students in AASCU institutions, and the number of such institutions recruiting and accepting foreign students, has increased dramatically since the Harderoad survey ten years ago. The 1975 AASCU Fall Survey revealed that more than three-fourths of the colleges and universities in AASCU enrolled more than ten foreign students. Large enrollments ranging from four hundred to six hundred occurred in fifteen of the larger AASCU institutions with 10,000-30,000 U.S. students. Undergraduate two and four-year programs in technical fields, engineering, and business at AASCU institutions are attracting increasing numbers of international students; and graduate programs in specialized fields such as agriculture, engineering and business at AASCU institutions are attracting increasing numbers of international students; and graduate programs in specialized fields

7. In 1975-76 there were close to 160,000 non-immigrant foreign students enrolled in over 1800 institutions of higher learning in the United States (Source: Institute of International Education, Open Doors, 1975, Report on International Educational Exchange. (New York: Institute of International Education, 1976).

such as agriculture, engineering, applied sciences, and international business also attract numbers of foreign students.

In addition to the educational and service roles of providing post-secondary education and specialized training for international students, many institutions also recruit international students as a means of adding an international flavor to the campus and of increasing the opportunities for students and faculty to develop intercultural and international understanding. While most educators espouse the benefits of cultural exchange, few of them are taking full advantage of the human resources on their campuses, and few involve foreign students in the educational process. In a recent, comprehensive, review of research on all aspects of foreign students in the United States, The World's Students in the United States,[8] the authors state that although there is limited research on the subject, they can conclude that:

> In universities and colleges where there have been significant numbers of foreign students, and where there have been opportunities for interaction through activities outside the academic classwork, U.S. students have developed insights concerning other foreign countries that they probably would not have developed had the foreign students not been on campus.[9]

Some AASCU institutions have made concerted and thoughtful efforts to utilize international students as educational resources. Among the case studies presented in the previous chapters, Lock Haven and Adams State Colleges consider the presence of foreign students as an important adjunct to internationalizing the campus, and their foreign student programs reflect this belief. The Universities of North Carolina, Charlotte and of South Florida also have developed many programs to use foreign students as educational resources both on campus and with community groups and nearby public schools. Many other AASCU colleges and universities visited for this project have developed comprehensive programs involving international students in intercultural communication workshops, in tutoring in their languages, in presenting programs to public school classes and community groups, and in serving as resources to faculty and individual students. For example, The California State Universities at Fresno and at Long Beach, in California, both provide comprehensive foreign student programs and both plan many avenues for utilizing foreign students as educational resources. Ball State University in Muncie, Indiana also has a similar program. Some AASCU institutions make concerted efforts to recruit foreign students from certain areas of the world to enrich their area studies programs or other campus activities. There are large numbers of Middle Eastern students at Portland State University, where the Middle East Studies Center is located; and at Northern Illinois University, where there is a Center for Southeast Asian Studies, there are large numbers of international students from Malaysia and Thailand.

8. Seth Spalding, Michael J. Flack et al. The World's Students in the United States. (New York: Praeger Publishers, 1976).

9. Ibid., p. 312.

At Grambling State University in Louisiana, there are numerous African athletes, particularly from Nigeria, who were recruited to serve on athletic teams while they receive degrees in physical education and recreation.

There are some resources available for those who wish to pursue the subject further. The National Association of Foreign Student Affairs has conducted workshops on the subject of utilizing foreign students as resources, and has provided mini-grants to campus individuals to develop innovative, replicable programs for this purpose.[10] A recent publication, Learning with Foreign Students,[11] contains many practical suggestions and a comprehensive bibliography. It is basically a handbook for undergraduate students who wish to enrich their educational experiences for academic credits through interaction with foreign students in a non-formal learning mode.

In summary, there is a need for careful planning and educational innovation to utilize international students on campus as international and intercultural learning resources. Some colleges and universities have developed programs, but there are many other colleges which assume that enrolling foreign students automatically ensures that they will interact with and bring benefit to American students. Many more efforts could be made in this direction, and it is a subject worth careful consideration.

Inter-Institutional Arrangements

Several inter-institutional arrangements which strengthen international programs in AASCU institutions were described in the case studies: the Pennsylvania Consortium for International Education (PCIE), the Colorado Association for International Education (CAIE), and the South Atlantic States Association for Asian and African Studies (SASAAAS) are three examples. These are many other similar consortia, councils, and associations in various states and regions of the United States which serve similar purposes.[12] Arrangements of this type help to strengthen campus programs, facilitate the sharing of resources, and allow program developments beyond the scope of one individual institution.

This section describes some selected inter-institutional arrangements linking AASCU colleges and universities in international activities which strengthen intercultural understanding and international curriculum.

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10. See the regularly published NAFSA Newsletter and numerous other publications available from The National Association for Foreign Student Affairs, 1860 19th Street, N.W. Washington, D.C. 20009.

11. Joseph Mestenhauser, Learning with Foreign Students, University of Minnesota, International Student Advisor's Office, 717 East River Road, Minneapolis, Minnesota 55455.

12. For directories see Lewis D. Patterson, 1975 Consortium Directory, (Washington, D.C.: American Association of Higher Education, 1975); and M. Austin Connors, Jr., et al., Guide to Interinstitutional Arrangements: Voluntary and Statutory, (Washington, D.C.: American Association of Higher Education, 1974).

The Council for Intercultural Studies and Programs (CISP)[13]

The Council emphasizes curriculum development at the undergraduate level. A number of AASCU institutions, and consortia and regional associations, are members of the Council. The Council publishes newsletters, serves as a clearinghouse for curriculum materials, and conducts regional workshops. It is described as "a cooperative association of educational organizations and institutions to strengthen the transnational and intercultural concerns of the learning community of students and teachers primarily at the undergraduate level." Membership is by dues depending on the size of the institution.

The Consortium for Strengthening Intercultural Understanding [14]

In 1972, four historically black, developing institutions (Alabama State University; Albany State College, Georgia; Bowie State College, Maryland; and Norfolk State College, Virginia), in cooperation with AASCU, formed the Consortium whose purpose is to strengthen the intercultural dimensions of the member institutions and the elementary and secondary education programs in their nearby communities. In 1975, Fort Valley State College, Georgia (a private college) joined the Consortium; and in the fall of 1976, three additional AASCU institutions with differing ethnic student populations joined (New Mexico Highlands University; Metropolitan State University, Minnesota; and Shippensburg State College, Pennsylvania).

A major premise of this project is that intercultural understanding must be developed early--on the elementary school level. The Consortium institutions work closely with elementary school teachers in the community and with prospective teachers on each campus. The major objectives of the Consortium are:

(1) To provide elementary and secondary school teachers in their school districts with the knowledge and experience to enable them to prepare teaching modules for classroom use as part of the broader objective of promoting intercultural understanding;

(2) To strengthen the international/intercultural component of the consortium members curricula in general and in teacher education in particular; and

(3) To achieve outreach to the communities to strengthen intercultural understanding among the general citizenry.

The Consortium works towards its goals by conducting a number of activities including the following:

13. For more information, write to Council for Intercultural Studies and Programs (CISP) Foreign Area Materials Center, 60 East 42nd Street, New York, New York 10017.

14. For more information, write to: Consortium for Strengthening Intercultural Understanding, Warren Brown, Director, One Dupont Circle, Suite 410, Washington, D.C. 20036.

(1) A six-week summer seminar for teachers in Ghana and West African countries. West Africa has up to now been the cultural focus of the program, and each summer five participants from each member institution's school district have taken part in the summer seminar along with consortium representatives.

(2) The total program involves year-round activities including selection of teacher-participants from neighboring school districts, a semester of orientation and seminars on the campuses of the institutions, and a week-long pre-departure workshop before the summer seminar. Extensive follow-up activities include work with African and American curriculum consultants to develop and refine teaching modules using materials from African culture to introduce intercultural concepts and understanding into elementary and secondary curricula.

(3) Outreach activities have included each year a week-long workshop for campus and community members. For example, in 1976 each member institution presented a regional workshop on the theme: "The World Ahead: Intercultural Understanding for the Future."

(4) Modules prepared by teachers in the program have been reviewed by curriculum experts, and a selected group will be published and made available to public school teachers.

(5) Regular meetings of campus coordinators and institution presidents and chancellors are held, and the Consortium publishes a newsletter.

As part of this study, I have attended several coordinator meetings and participated in the Consortium pre-departure seminar in June, 1975. I also visited three consortium-member institutions: Bowie State College, Norfork State College, and Alabama State University. I met with the coordinators and faculty involved in the program and with groups of participant-teachers from the nearby public schools who had gone to Africa on the summer seminars. Formal evaluations are being planned and conducted, but evaluations to date lead to the conclusion that this has been a significant intercultural learning experience for the faculty and the teacher-participants involved, and the teachers have developed new modules with intercultural content which are being used in public school classes.

The Consortium is planning to expand its activities, to develop new programs with other ethnic groups, and to focus on other parts of the world in the future.

The International Curriculum Development Program (ICDP) of the Phelps Stokes Fund [15]

This Program links a large group of developing traditionally black public and private colleges and universities to help them develop curriculum materials to broaden significantly the perceptions of their students and to convert campus resources of international students, staff, and faculty

15. For more information write to The Phelps Stokes Fund, 10 East 87th Street, New York, New York 10028.

into concrete curriculum programs. Approximately a dozen AASCU institutions are associated with the Phelps Stokes International Curriculum Development Program, four of which I visited for this study, including: Bowie State College, Bowie, Maryland; Fayetteville State College, Fayetteville, North Carolina; Grambling State University, Grambling, Louisiana; and Mississippi Valley State College, Itta Bena, Mississippi. Each of these institutions had selected an ICDP contact person and had formed a committee of at least several key faculty members to work on the International Curriculum Development Program. In some instances, this was the first time such a committee had been formed.

The ICDP has twelve operational objectives and carries out these objectives by a number of planned, cooperative activities including:

(1) Bringing African educators to the campuses of participating U.S. colleges to help develop African-focused curriculum materials.

(2) Offering field seminars in Africa for American educators to gather curriculum materials.

(3) Sponsoring workshops, conferences, and exchanges with Caribbean scholars.

(4) Preparing a roster of qualified resource professors available as consultants to member colleges.

(5) Offering numerous supporting international curriculum development activities such as sponsoring workshops, seminars, lectures, and regional meetings; conducting classroom demonstrations; providing assistance with the production of relevant texts and materials; furnishing a traveling exhibit of African regalia; and helping to evaluate curricula.

Each institution associated with the program is expected to develop at least one curriculum module to be tested in the classroom each year, and each was visited twice during the academic year for two or three days at a time by a foreign curriculum consultant.

I talked with African curriculum development specialists and Fund personnel, and on campus met with administrators and faculty working with the Program. For those institutions actively involved, which had provided some released time for the campus coordinator, and which had taken full advantage of the numerous activities and resources of the Program, the ICDP was making a significant campus impact. It served to bring an international perspective to the institution and to foster development of new interdisciplinary curriculum with an international focus.

The Center for International Education (CIE) of the Massachusetts State College System 16

16. For more information write to Dr. Leonard J. Savignano, Director, Center for International Education, Massachusetts State College System, Massachusetts Maritime Academy, Buzzards Bay, Massachusetts 02532.

The Center, in operation since 1972, is the only one of its type at the state level. Its purpose is to develop and coordinate international programs for the Massachusetts State College System of eleven colleges. The office has a staff of five people, three of whom are professionals and two clerical. The Center operates through a Council of International Advisors chosen from each state college.

The Center carries out the following functions:

(1) Sponsors system-wide workshops and institutes in international studies.

(2) Serves as a focal point for all international education programs and activities conducted by the colleges within the system.

(3) Stimulates new courses in the international field at the state colleges.

(4) Conducts periodic inventories of the international programs and resources within the System as well as between the state colleges and other institutions, both public and private.

(5) Develops support for institutional projects in the international education field.

(6) Functions as the principal contact office between the colleges and the various public and private agencies concerned with international educational development.

(7) Issues publications concerned with international education affairs.

The major programs and operations include student teaching overseas, student and faculty exchanges, placement services, in-service programs, courses both for credit and non-credit, and an active consultant service. The Center is active in Europe, the Near East, South Asia, and Central and South America. Some outreach programs include cooperative participation with selected public schools in Massachusetts. The Center also has hosted visiting educators and dignitaries from dozens of foreign countries.

The CIE-sponsored overseas programs for teachers are varied and extensive. The student teaching overseas programs allow prospective teachers from the state colleges to spend a semester in a foreign environment and receive credit for practice teaching in one of the overseas schools of the U.S. Department of State. A graduate internship program allows students in education to gain additional knowledge and experience in their area of specialization by assisting an overseas school administrator for a semester or a year, as desired.

The CIE also sponsors the International Science Teacher Education Program (I-STEP), an intercultural program in science, mathematics, and education offered jointly by the Massachusetts State College System and the Centre for Science Education, Chelsea College of the University of

London, England. This bicultural exchange program, developed by faculty in the Massachusetts State College System, Boston University, and Harvard University under the guidance of CIE, provides students and faculties in Massachusetts and Great Britain with a unique opportunity to study, research, and teach in a foreign culture. The broad objectives of the program are "to develop one's understanding of one's native culture by immersion in a foreign one, and of the universal aspects of education, while at the same time deepening one's understanding of science, mathematics, and education." The pilot program began in the spring of 1976 with sixteen sophomores from the Massachusetts State College System who intend to major in science or mathematics going to England for one semester.

The CIE acts as a catalyst to encourage international curriculum development. For example, the Center has been instrumental in expanding opportunities for students to study about Canada and in Canada. I visited Bridgewater State College where the most extensive Canadian Studies Program in a Massachusetts state college is being developed. The faculty of the program represented specialists from fine arts, the humanities, and the social sciences; and they were busily engaged in planning new courses and a minor program as well as arranging to do research and gather curriculum materials in Canada. This group works cooperatively with faculty from other Massachusetts state colleges to coordinate offerings and to allow cross-registering of students. The CIE publishes a brochure about all the Canadian Studies opportunities in the System.

To summarize, the Center for International Education has succeeded in making an increasing number of cross-cultural experiences available to students and educators in the State College System and the Commonwealth of Massachusetts. Similar centers in each state in the United States could play a significant role in encouraging the development and coordination of international programs in each state.

Summary and Adaptable Ideas

Various approaches to international and intercultural curriculum are being utilized to reach more students. Some institutions offer interdisciplinary courses which are topical or comparative in nature in general studies programs. Others require undergraduates to select an international course as part of the core requirements; still others coordinate various international offerings and plan courses of topical interest which attract wide student enrollment in area studies or international relations programs. Another significant approach has been intercultural and multicultural programs. In these institutions start with a study of the ethnic culture at hand, lead into a study of other domestic subcultures and eventually branch into foreign cultures. In another approach, student work and study abroad programs can be linked with coursework and college offerings to reinforce the overseas learning, and foreign students can be used as educational resources. Finally, interinstitutional arrangements can be developed to strengthen international programs and to share resources.

Adaptable Ideas

1. Provide opportunities or alternatives for courses with an

international/intercultural emphasis to be offered as part of the general studies curriculum.

2. Consider requiring undergraduates to take at least one course in international/intercultural education.

3. Support the development of topical/comparative courses of general interest from area studies or international affairs programs to attract more students to these fields.

4. Use ethnic studies programs and subcultural community groups as springboards for multicultural and international studies.

5. Utilize foreign students as educational resources.

6. Develop inter-institutional arrangements to strengthen international programs.

X

Staffing International and Intercultural Programs: Some Approaches and Problems

This chapter is a discussion of issues which are related directly to the contributions of a faculty to the process of internationalizing a campus. This involves an exploration of how faculty expertise can be ascertained, developed, and utilized to carry out a campus commitment to international and intercultural education. The two sections of this chapter will focus on faculty development and the use of faculty expertise for international development programs.

Faculty Development

The most effective way to develop and expand intercultural and international programs is to utilize available campus resources. For some institutions, the development of topical or issues-oriented courses in the general studies component may be the path to take; for others which have an area studies program, extending those courses may be the preferable road to travel; and for others, building upon an existing ethnic studies or multicultural teacher training program may be the most effective avenue. Which pathway to choose depends upon the commitment of the college or university, the goals and operational objectives of the program, and, most important of all-it depends upon the faculty. Any campus program must rely primarily upon individual faculty members and their backgrounds, training, experience, and interest. For an institution to carry out a commitment to international/intercultural education, it must have the faculty to implement the program. The first necessary step in the development of new international/intercultural programs or in the expansion of ongoing programs is to conduct a comprehensive, detailed faculty survey, including questions about national origin, expertise in international fields and in foreign languages, and work and research experience abroad.[1] After obtaining such information about faculty resources for international programs, then the administration can plan realistically. If the needed faculty are not on campus, then the institution must attract and recruit them; or it must encourage and develop in-service programs to help internationalize its faculty.

A program of faculty in-service development is one of the few ways that colleges and universities can adapt to the challenges of the future and develop appropriate expertise to implement a program which reflects a commitment to international education. There are some vehicles for assisting with internationally-oriented faculty in-service development.

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1. Only one-fourth of the AASCU colleges surveyed had conducted a faculty survey, and one-fourth were in the process of conducting one. Sample faculty survey forms can be obtained from the campus contact persons at the institutions described in the case studies in this report. (See Appendix F).

However, the opportunities are limited, the resources are scattered, and comprehensive programs for this purpose do not exist. There are, however, several possible ways to enhance faculty participation in international programs or to provide some in-service faculty development, including the following:[2]

Recruitment

Each university or college can make an effort to recruit and attract faculty from various ethnic backgrounds and national origins, as well as those who have been trained in international fields and who have had work and research experience in different cultural settings. A university with a commitment to international education should make such efforts an integral part of its recruitment policy for any department. Each of the institutions described in the case studies implements this implements this idea.

Travel Grants and Study Leave

Faculty can also be encouraged, through institutionally supported travel grant and study leave programs, to attend conferences on international themes and to develop the necessary skills through academic study. Some institutions award individual faculty grants for study or research abroad, such as the programs described at Adams State College. State-supported institutions usually fund these grants from their college foundations or from private donors.

Curriculum and Course Development

The institution can provide opportunities for faculty to develop interdisciplinary programs and courses with a focus on international issues, to infuse international content into existing courses, to develop new courses, and to team-teach, where appropriate. Ramapo College of New Jersey provides several examples of these activities.

Another example is provided by the International Dimensions of General Education (IDGE) Program at Eastern Montana State College in Billings (FTE: 2,935 and 160 faculty, 1975-76). At this small college located in a sparsely populated, geographically isolated region, the IDGE program was carefully planned to make maximum use of the limited resources of the small faculty and to infuse an international perspective into the general education program on campus. The three-pronged program involved developing faculty expertise, internationalizing the curriculum, and sharing the international program with other colleges in Montana and Northern Wyoming. The College received some assistance for this program from the Office of Education's program for "Strengthening the International Dimensions of General Education at the Undergraduate Level."

2. Details of the funded programs are available from the agencies or organizations which sponsor them, and most of them are summarized in: American Association of State Colleges and Universities, A Guide: Planning and Funding International Studies, One Dupont Circle, N.W., Washington, D.C. 20036 ($1.00 per copy).

The important components of the IDGE program in relation to faculty development included the following:

(1) Selected faculty members from various disciplines were requested to do research and prepare lectures with an international emphasis in their particular area of expertise for seminars organized for the IDGE program.

(2) Faculty groups traveled to several other institutions in the United States to visit centers of international education.

(3) Small groups of faculty were helped to travel abroad by the grant funds to gain a firsthand exposure to the peoples and cultures of South Asia and the Middle East and to gather teaching materials and plan new courses.

Exchange Programs

The institution can provide opportunities for its faculty to engage in exchange programs with otheruniversities--especially abroad--to allow the faculty member to teach or to do research in a foreign environment. It can also encourage faculty members to incorporate new materials from such experiences into their courses or to develop new courses based on such experiences. Lock Haven State College provides several examples of faculty exchange programs.

Some exchange programs can be implemented through government agencies or private foundations on a competitive basis. To give two examples: one is the Teacher Exchange Program supported by the Teacher Exchange Section of the Office of Education; and the other is the exchange program sponsored by the International Research and Exchanges Board (IREX--in New York City) which provides academic exchange programs between U.S. scholars and scholars in countries in East, Central, and Southern Europe and the USSR.

Centralizing Information for Faculty

The institution should appoint an appropriate person to be the Campus Fulbright Faculty Advisor. Often I discovered, this appointed individual is someone who himself has been on a Fulbright program, but who is not necessarily in a position to encourage other faculty members to apply for the program. In most cases, the Director of International Programs can serve as the Faculty Fulbright Advisor; and he can also serve as a disseminator of information about all the other possible opportunities for faculty to teach and do research abroad.

Agency and Foundation Grants

There are many U.S. government agencies and other organizations and foundations which offer grants for individual faculty members to teach or do research abroad. A few selected examples are:

* The Council on the International Exchange of Scholars (CIES) sponsors the Fulbright-Hays program which provides opportunities for

U.S. scholars to receive lecturing and research appointments abroad. There are many fields of study which are in demand, and the list of countries for which there are positions is extensive. (CIES also sponsors the other side of the exchange, which allows foreign scholars to come to U.S. institutions).

° The National Science Foundation provides several programs. One is for scientists to work abroad to increase communication and scientific cooperation. Another is the Scientists and Engineers in Economic Development (SEED) Program, which is designed to support scientists and engineers for specific projects which apply to host country development needs.

° The National Academy of Sciences sponsors postdoctoral exchange programs with the USSR and Eastern Europe.

° Among the many private foundations providing grants to various kinds for faculty research and teaching abroad are the Ford Foundation, the Danforth Foundation, the German Marshall Fund of the United States, the Japan Foundation, and the Luce Foundation.

Group Projects Abroad

The Group Projects Abroad Program, sponsored by the Office of Education, offers significant opportunities for faculty development. Lock Haven State College is using this source for partial support of its newly-developed Polish Exchange Program. The Consortium for Strengthening Intercultural Understanding makes use of this program to take faculty and public school teachers abroad, particularly to Africa, to develop new curriculum materials. Several AASCU institutions have utilized this program in India, Pakistan, and Egypt.

International Development

International development programs and technical assistance contracts are another means of engaging faculty and staff in an experience abroad and should be viewed as faculty development as well as university service abroad. The Basic Village Education Project in Guatemala, at the University of South Florida, is one such sample. San Diego State University in California has been involved for ten years in providing assistance for educational development in Brazil. I was informed that this program had many positive effects upon the individuals involved and upon University programs and curricula which emphasize Latin America. This subject will be discussed in more detail in the third section of this chapter.

Consortia

One consortium which has developed a study abroad program which can also be viewed as a faculty development program is the Northwest Council of Colleges. The Director of International Programs at Central Washington University, Ellensburg, Washington has taken a leadership role in the work of the Council. This program is based in an Instructional Center in Guadalajara, Mexico and AASCU has recently become affiliated with

this study abroad program through the agent institution--Adams State College, Colorado. The member-colleges of the Council encourage their faculty members to submit "proposals" for courses they wish to teach at the Instructional Center in Mexico the following year. The courses to be offered must be related to or strengthened by the Mexican environment. The final course selections are made by a Council Committee. This program provides an opportunity for approximately 15 U.S. Faculty members a year to live and work in Mexico for at least one quarter. On the campus at Central Washington University, for example, there are more than 20 faculty members who have had this enriching experience involving the individual in intercultural experiences and in developing or expanding courses in his field.

Study Abroad Programs

Many college-sponsored study abroad programs which encourage faculty members to accompany students, particularly those which provide for faculty members to teach in foreign universities or to engage in research projects, also provide faculty development opportunities.

Faculty and Curriculum Development Abroad

At the State University of New York, Plattsburg (SUNY Pattsburg) there are concerted efforts for faculty development for international education--particularly in connection with the Canadian studies undergraduate major program which is offered there. Funded by the Donner Foundation, originally, four faculty members from SUNY Plattsburg representing different disciplines were selected for a retraining program in Canada in 1975. Each spent six months there, connected with a Canadian university, to do research, to gather materials, and to develop two new courses in their particular fields--which they could offer as part of the Canadian Study Program at SUNY Plattsburg the following year.

This pilot effort was so successful that the Canadian Embassy has recently announced a program to be funded by them which follows the SUNY Plattsburg model described above. The Canadian Studies Faculty Enrichment Program[3] is a new program designed to provide grants to selected faculty of U.S. universities and colleges to enable them to undertake study and research relating to Canada and to devise new courses on an aspect of Canadian studies which they will offer as part of their regular teaching load. One stipulation from the grantor is that the applicant will be employed in his U.S. campus for one full academic year after the period of study. He also must offer at least one new one-semester course with a Canadian orientation during each of the subsequent three years following completion of the period of study.

3. More information can be obtained from the Public Affairs Division, Faculty Enrichment Program, Canadian Embassy, 1771 N Street, N.W., Washington, D.C. 20036.

Summary

It has been found that in order to implement an institutional commitment to international education, the recruitment and development of faculty is vitally important. Funds for staff development programs are limited and scattered, or the funded programs do not necessarily relate to the program thrusts of particular institutions. Therefore, there is a need for an institution to engage in careful planning and coordination to stimulate and encourage faculty development for international and intercultural programs. Finally, one cannot overemphasize the importance of adequately rewarding faculty through salary increases, promotion, and tenure for their participation in institutionally sanctioned faculty development programs.

Faculty and International Development Programs

This section discusses the subject of cooperative international development and technical assistance programs and the impact which such programs can have on faculty, students, and academic programs. The number of AASCU institutions presently involved in such programs is relatively small, though many others are searching for ways to become involved in selected overseas development programs and to extend their service role to foreign countries. Table 1, "Overview of International Education in AASCU Institutions," in Chapter II, highlights the findings that 32 of the institutions responding to the AASCU Fall Survey, or 11 percent, are involved in formal cooperative arrangements with another country; and that 17 institutions, or six percent, are involved in technical assistance contracts.

Within the context of the traditional three-pronged college and university role of teaching-research-service, technical assistance abroad frequently is viewed as part of the institution's service function, and its possible impact upon individual faculty members and the institution's teaching and research functions may not be fully realized. However, a technical assistance program can be a catalyst to expand a university's international and intercultural programs as well as a service to developing nations; and as a catalyst it can help to internationalize the faculty and the institution in several ways.[1] Overseas project activities can develop access, facilities, and funding for faculty research. The Basic Village Education Project in Guatemala, described in the case study of the University of South Florida, is an illustration of this principle. These activities can also establish links with foreign colleagues which might otherwise not be established. Sometimes, a funded program may stimulate faculty to do research, expand their horizons, and eventually to develop new international courses or infuse existing courses with new materials. The AID-funded program with Kabul University in Afghanistan, which is being conducted through the Center for Afghanistan

1. The author is indebted to Rose Lee Hayden's article, "The Impact of Overseas Technical Assistance Projects on Academic Programs" (a survey of Michigan State University Faculty) for several ideas discussed here. Available from the author, International Education Project, American Council on Education, One Dupont Circle, Washington, D.C. 20036.

Studies at the University of Nebraska, Omaha (described in Chapter VIII), is an excellent example of an overseas project influencing the internationalization of campus curriculum.

Technical assistance abroad contracts can serve also to attract foreign students and faculty to campus, to involve faculty and graduate students in international research, and to develop a worldwide network of educational linkages. The linkages established as a result of international development work often facilitate two-way exchanges of faculty and students long after a project ends. Many such linkages have resulted in long-term relationships of mutual benefit between U.S. institutions and foreign universities.

Which faculty members are generally involved in technical assistance projects? Since technical assistance abroad contracts are staffed usually and formal activities which will have an effect upon the campus and the curriculum. Seminars, talks, released-time grants, and announcements in campus newsletters and bulletins are some small ways which such individuals can be recognized and can share their experiences with others. It is also important that promotion, tenure, and salary increases be linked with research and service abroad, and such policies are consistent with a university commitment to international education.

Course development resulting from overseas work can take several forms. Some faculty may develop new courses or programs; others may infuse international/intercultural materials into existing courses. On some campuses, new courses in international agriculture and business, in issues of development, and in comparative education have resulted from faculty experience overseas. The extensive curriculum in international agriculture at the California State University, Fresno, is one such example. At the University of Akron, Ohio, the varied offerings in comparative education are partly the result of faculty experience in developing countries. At Georgia State University, Atlanta, extensive offerings in international business at the Institute of International Business have been developed, in part, from experience overseas, and many of the courses relate to the needs of developing countries and attract many individuals and groups from foreign nations. Many international business courses at San Francisco State University, California, also are oriented to the developing nations.

International Development Programs at AASCU Schools

Following are short descriptions of various types of international development and technical assistance projects that were found at some of the AASCU institutions visited for this study.

In California, many of the large state universities have been involved in technical assistance programs, particularly the polytechnic universities. California State Polytechnic University, Pomona, for example, has had several major long-term contracts in Latin America in agricultural development and in Zambia, Tanzania, and Greece in educational development. The "KATE" project in Greece, for example, was a five-year contract involving five faculty full-time and numerous others on short-term assignments to set up a group of new post-secondary technical

schools called Higher Technical Education Centers. The contract involved planning and designing the curriculum in 29 technical areas, planning and helping to obtain the necessary technical equipment, training faculty and administrators (both in Greece and on the campus at California State Polytechnic University) and other similar activities.

At the California State University, Fresno, there is an International Institute of Housing Technology which provides information and assistance in regard to low-cost housing for developing countries. The institute specializes in high-quality, low-cost soil bricks called "asfadobe" bricks.

At the California State University, Sacramento, there are programs to use the extensive resources of the state government which is located there. The Director of International Programs has developed an internship program called the "Capital Experience" for American students which is also utilized for helping to train foreign nationals. For example, the University has an A!D contract to train 17 Liberians in public administration by faculty members with the expertise and skills needed by the developing nations, they tend to use faculty from agriculture, education, and business. Working with a university development project abroad may, however, involve faculty from almost any major academic unit. The Institute for Technological Assistance of the University of Akron, Ohio, for example, is presently implementing a technical assistance contract in Iran to plan and staff a new college at Razi University, and staff from many departments and colleges of the University of Akron will be involved in this project.

It must be emphasized that international development activities frequently involve only a few individuals from a university, or the project may be isolated in one department, or in a separate institute, and have little or no effect upon the rest of the university. Therefore, it is necessary to establish communication among individuals involved in technical assistance work and others on campus, and especially to develop creative ways to link those working in foreign countries with those who are studying and teaching about those countries. For example, language and area studies programs focused on a particular region should have connections with technical assistance projects which serve the same region. On many campuses this does not occur, both because of the organizational framework of the university and because the individuals involved in technical assistance tend to come from technological specialties and not arts and sciences where the area programs are located.

Furthermore, the colleges must make an effort to recognize and reward faculty who have been overseas and encourage them to take part in informal "Capital Experience" work internships with the California State Personnel Board in Sacramento were arranged for these 17 Liberians who are earning an M.A. at the University in public administration. In addition to training the Liberians in Sacramento, four professors from the university have gone to Liberia to offer technical assistance.

At Central Connecticut State College in New Britain, a student-faculty exchange project in Jamaica developed into a program to train Jamaican mathematics teachers and involved education faculty members in design-

ing special training programs on campus and in assistance work in Jamaica. At Ball State University, Muncie, Indiana, several technical assistance projects have been carried on. For example, one project involves developing a department of home economics with a university in the Sudan. Florida A & M University in Tallahassee--an historically black, technical college--has been involved in technological development work in Africa for several years. For example, faculty from the School of Business are involved in various assistance programs in West Africa, including one on business entrepreneurship in Cameroon. An interesting sidelight to the Florida A & M programs should be mentioned: almost all of the faculty members in the School of Business have been studying French so that they can work effectively in French-speaking African countries.

Summary

Cooperative international development and technical assistance programs can have a significant impact upon students, faculty, and academic programs. In order for this to take place, thoughtful planning is necessary. Overseas activities can facilitate study and research, exchange of faculty and students, and curriculum development, in addition to carrying out the university's service role. A number of AASCU institutions are involved in such programs. More institutions could be involved, if they would study alternatives carefully, be selective in their activities, and plan international involvements to fit the long-range goals of the university.

Summary and Adaptable Ideas

Faculty development is of prime importance in order to carry out a commitment to international education. In a time of retrenchment and steady-state staffing, an institution must engage in careful planning in order to coordinate faculty expertise. Some of the ways to encourage faculty interest and to increase faculty expertise in international education are through travel grants and study leaves, curriculum and course development, exchange programs and centralization of information for faculty about study and research abroad. Cooperative international development and technical assistance programs that are selectively and carefully planned also can facilitate study and research abroad for both faculty and students, serve as catalysts for internationalizing the campus, and help implement the institution's service role.

Adaptable Ideas

1. Conduct a comprehensive faculty survey to obtain detailed information about faculty resources for international/intercultural programs.

2. Centralize information about opportunities for faculty to study, teach, or conduct research abroad, or to attend conferences on international themes.

3. Support faculty development through institutionally sanctioned mutual exchange programs, study and research leave programs, or selected cooperative international development and technical assistance abroad programs.

4. Provide opportunities for faculty to develop interdisciplinary courses, seminars, or programs which focus on international/intercultural issues.

XI
Summary, Findings, and Recommendations

Summary

The purpose of the study was to investigate and escribe international/intercultural education approaches employed by the member institutions of The American Association of State Colleges and Universities.

To carry out the study, first, all AASCU institutions were viewed, and data was obtained and analyzed for the 320 member institutions. Next, the focus was narrowed to 50 AASCU colleges and universities which were visited to obtain detailed information and to select case study candidates. Finally, study effort was concentrated on five institutions selected for case studies. Criteria for selection of the 50 institutions required that the institution had an ongoing international/intercultural program and that the programs represented a wide range of alternative approaches to the subject. The 50 selected institutions included a representative range of institutional types, organizational structures, sizes, college environments, student populations, and geographic regions of the United States. Criteria for selection for case study included consideration and deliberation within the framework of the above criteria and the additional requirement that each have a stated commitment to international/intercultural education and an organized fr amework to implement the commitment. Each also had significant efforts to internationalize the undergraduate curriculum. Selection of these five institutions for case study does not signify that they are the only important or developed programs, for many other AASCU institutions also have significant international/intercultural programs. The five were selected because they represent the most significant range of approaches found among the 50 AASCU institutions visited.

Findings

The study has explored five questions (See Chapter 1, p. 2) concerning international/intercultural education at AASCU colleges and universities and the principal findings can be summarized as follows:

1. The state of international/intercultural education in AASCU institutions can be described in a number of summary statements. All AASCU institutions endorse a stated commitment to international/intercultural education expressed in the Association policy statement entitled "The International Responsibility of Higher Education." However, the degree of implementation of this commitment in the 320 institutions varies. Approximately one-fifth of the institutions--mostly those with enrollments under 5,000--have no organized programs of international education, no study-abroad programs, and no foreign students. On the other hand, it can be stated that four-fifths of the AASCU institutions have some type of structured international/intercultural program. For example, approximately half of the colleges and universities have developed international curricula; however, the number of undergraduate students exposed to such curricula usually represents a small proportion of the total student

body. Moreover, nearly one-third of the institutions polled were making plans for expanding international programs, half of which were specifically concerned with international curricula, and many institutions are seeking assistance in developing new programs. Dwindling resources, budget cuts, and demands for other types of programs are limiting factors; but many institutions have planned and developed outstanding programs in spite of these difficulties. Of significance, it was determined that institutional characteristics such as type of institution, size, local environment, student body characteristics, or geographic region of the U.S. made less difference in the development of international/intercultural education programs than did the degree of institutional commitment to internationalizing the college or university.

2. Trends identified in the course of the study in international/intercultural education in AASCU institutions as a group indicate that there is a growing interest in and commitment to international/intercultural education. More AASCU institutions are planning and developing international studies and programs, and far more offer study-abroad programs, and recruit foreign students than did ten years ago. Many AASCU colleges and universities, however, want and need assistance in planning international/intercultural programs and in finding sources of funds for assisting faculty development, building library resources, and creating new programs. This group of institutions has never received much support from foundations or government grants; consequently, cutbacks in these sources have not always been felt so strongly as they were at non-AASCU universities. In fact, on many AASCU campuses, the developed international programs have not relied upon outside funding sources, and therefore they are firmly institutionalized and budgeted for--this means they are likely to remain in place in spite of vagaries in outside funding sources. However, more AASCU institutions have begun to apply for and receive some outside funding, though relatively few compared to the total number of institutions.

3. The case studies provide examples of small, medium, large, and non-traditional institutions and describe how each has implemented a commitment to international/intercultural education. These examples illustrate the importance of having commitment, strong administrative support, faculty leadership, a qualified and interested faculty, and a system of linkages. The planning and implementation of the institution-wide programs described in the case studies has been found to be a slow process requiring creativity, dedication, and cooperation. The case studies also illustrate the importance of surveying and utilizing campus and community resources, and the necessity of involving many faculty in setting goals, planning, and implementing programs.

4. Study evidence indicates that the key elements found to be necessary for an institution to implement a commitment to international/intercultural education and to develop a strong and lasting program are these four factors--commitment, strong administrative support, a qualified and interested faculty, and links within and without the university:

(a) Commitment. The College needs a mission statement reflecting a real consensus and commitment to international/intercultural

education together with realistic goals and specific operational objectives to be carried out. Full commitment implies a willingness on the part of many constituents to carry out mutually agreed upon goals.

(b) Stong administrative support. A program is stimulated by strong administrative support, particularly in the academic sector of an institution. A faculty committee with a broad mandate from the administration can examine available resources on campus and in the community, stimulate interest among colleagues and students, and make recommendations for the development of courses, programs, and activities to carry out an institutional commitment to international/intercultural education. An organized division or office with an appointed administrator may be necessary to coordinate programs and carry out the goals and objectives set by faculty and administrators. This individual should preferably report to the senior academic officer.

(c) A qualified and interested faculty. All avenues should be explored to help all faculty view human affairs from an international and intercultural perspective. The faculty should be carefully surveyed to obtain information about national origin, expertise in international fields, in foreign languages, and in work and research experience abroad. Faculty should be encouraged to build upon expertise or to develop new expertise through study and research of other cultures and the international components of their specialties. When recruitment of new faculty becomes possible, a committed institution should try to select qualified faculty from diverse ethnic and national origins and with international and intercultural expertise and experience. Further ways of internationalizing the faculty are mutual exchange programs abroad and the utilization of foreign faculty for short- and long-term assignments.

(d) Links. The building of cooperative relationships both within and outside of the university is necessary in order to gather and sustain firm support for international/

intercultural programs. Within the institution, cooperative channels should be established to allow interested faculty from many disciplines to plan and teach interdisciplinary courses. Institutional links should be developed with community groups, public schools, and business firms for mutual benefit. Inter-institutional arrangements should be established selectively for the strengthening of programs and the sharing of resources. Selected international linkages should be developed, as appropriate and with genuine commitment, to help with mutual exchange programs, technical assistance projects, study and work abroad, and most important of all, with faculty development.

5. The adaptable ideas to be gained from this study for other institutions are presented in the "Summary and Adaptable Ideas" section at the end of each chapter. These adaptable ideas can be summarized in three categories--principles, programs, and activities, as follows:

Principles to be gained from this study include the importance of stimulating interest among administrators, faculty, and students in international/intercultural education. Strong interest leads to commitment, consensus building, and sustained support and cooperation--all of which are necessary elements for program development. Good programs need to be carefully planned under the leadership of a person or a group of persons. Strong administrative and faculty leadership must be exercised in the instructional area in order to develop sound academic courses and programs. International and intercultural education is quite often by nature interdisciplinary; therefore cooperative faculty efforts, interdisciplinary courses, and programs which link different departments and colleges ought to be encouraged and supported. Inter-institutional arrangements help to strengthen campus programs and utilize scarce resources.

Numerous program ideas can be adapted from this study. Many international/intercultural program efforts can be implemented without seeking outside funds because they are based upon the creative efforts of dedicated administrators and faculty. Therefore programs to stimulate faculty interest and expertise in international and intercultural education are crucial. Faculty programs including travel, research, and study; mutual exchanges; and international development and technical assistance--all are avenues which can be utilized to develop faculty expertise and commitment to international education. Curricular approaches for students range from providing undergraduate general studies courses with international and intercultural content to specialized degree programs in international subjects. Programs using new instructional formats including team-teaching and integrating seminars help to generate both student and faculty interest. Student study and work experiences in different cultural settings and in foreign countries, exchange programs, practice-teaching abroad, and study abroad programs provide avenues for students to

experience other cultures firsthand. Institutions should utilize foreign students more fully as educational resources for the campus and community.

International and intercultural activities engaged in by AASCU institutions include numerous programs of outreach to the community and programs with the public schools in the regions served by the institutions. Activities such as cultural and international festivals, lectures, symposia, and seminars, as well as workshops and classes for adults in the evenings and on Saturdays are all activities which help to stimulate community interest and to utilize campus resources to help internationalize the community.

Recommendations

If the human race is to survive,
it will have to change its ways
of thinking more in the next
25 years than in the last 25,000.
(Kenneth Boulding)

International/intercultural education is a top priority in a global age. Those concerned about developing or improving international/intercultural education should consider the following recommendations:

1. The support of the president and the academic vice president is absolutely crucial for the development of a comprehensive international/intercultural program. They can stimulate faculty interest, build consensus, provide academic leadership, and emphasize commitment through the allocation of resources. Ways need to be found to convince presidents and vice-presidents of the need to make international/intercultural education programs an integral part of their institutions. This may be accomplished by encouraging these administrators to travel abroad, attend conferences on international themes, and visit other institutions which have well-developed programs.

2. Faculty are the key resource for developing and implementing international/intercultural programs. In some cases they must be stimulated to develop new competencies, motivated and assisted to study and do research on the international components of their disciplines, and encouraged to infuse courses with international/intercultural content. Faculty should be encouraged to engage in interdisciplinary research and teaching and to participate in selected international development programs. Institutional and outside funds must be generated to support international/intercultural faculty development programs.

3. A strong program needs careful planning, not only for the present, but for the future. Improvement of programs comes from careful assessment and evaluation. Evaluation of these various programs and approaches is recommended for two reasons: first, to determine what the learners are learning; second, to assess the efficacy of ongoing programs.

4. All individuals interested in expanding international/intercultural education should help to build a clientele which will actively support this type of education. More support needs to be enlisted and links need to be established with community groups, business, labor, boards of

trustees, state legislators, and congressmen.

5. There is a need for a more systematic and continuous inventory of institutional resources in international/intercultural programs. Concomitant to this, the creation of a consultant service for institutions of higher education desiring assistance from individuals experienced in the development of various facets of international/intercultural education would provide a much needed service to many colleges and universities.

With the pressing global problems of food production, population growth, energy sources, and environmental quality, together with the growing need for people from many cultures to work together productively, a national commitment to support international and intercultural education has become imperative.

Appendixes

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Appendix A

AASCU Member Institutions

ALABAMA

Alabama State University
Livingston University
Troy State University
University of Alabama at Huntsville
University of Montevallo
University of South Alabama

ALASKA

University of Alaska, Anchorage

ARIZONA

Northern Arizona University

ARKANSAS

Arkansas State University
Arkansas Tech University
Henderson State University
Southern Arkansas University
University of Arkansas at Little Rock
University of Arkansas at Monticello
University of Central Arkansas

CALIFORNIA

California Maritime Academy
California Polytechnic State University, San Luis Obispo
California State College, Bakersfield
California State University, Dominguez Hills
California State College, San Bernardino
Sonoma State College
California State College, Stanislaus
California State Polytechnic University, Pomona
California State University, Chico
California State University, Fresno
California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles
California State University, Northridge
California State University, Sacramento
Humboldt State University
San Diego State University
San Francisco State University

COLORADO

Adams State College
Fort Lewis College
Mesa College
Metropolitan State College
University of Northern Colorado
University of Southern Colorado
Western State College of Colorado

CONNECTICUT

Central Connecticut State College
Eastern Connecticut State College
Southern Connecticut State College
Western Connecticut State College

DISTRICT OF COLUMBIA

University of the District of Columbia

FLORIDA

Florida A & M University
Florida Atlantic University
Florida International University
Florida Technological University
University of North Florida
University of South Florida
University of West Florida

GEORGIA

Albany State College
Armstrong State College
Augusta College
Columbus College
Georgia College
Georgia Southern College
Georgia State University
North Georgia College
Savannah State College
Valdosta State College
West Georgia College

GUAM

University of Guam

HAWAII

West Oahu College

IDAHO

Boise State University
Idaho State University
Lewis-Clark State College

ILLINOIS

Chicago State University
Eastern Illinois University
Governors State University
Illinois State University
Northeastern Illinois University
Northern Illinois University
Sangamon State University
Southern Illinois University
at Edwardsville
Western Illinois University

INDIANA

Ball State University
Indiana State University
Indiana State University,
Evansville Campus

IOWA

University of Northern Iowa

KANSAS

Emporia State University
Fort Hays State University
Pittsburg State University
Wichita State University

KENTUCKY

Eastern Kentucky University
Morehead State University
Murray State University
Northern Kentucky State College
Western Kentucky University

LOUISIANA

Grambling State University
Louisiana Tech University
McNeese State University
Nicholls State University
Northeast Louisiana University
Northwestern State University
of Louisiana
Southeastern Louisiana University
University of Southwestern
Louisiana

MAINE

Maine Maritime Academy
Univ. of Maine at Augusta
Univ. of Maine at Farmington
Univ. of Maine at Fort Kent
Univ. of Maine at Machias
Univ. of Maine at Portland-Gorham
Univ. of Maine at Presque Isle

MARYLAND

Bowie State College
Coppin State College
Frostburg State College
Morgan State University
Salisbury State College
St. Mary's College of Maryland
Towson State University
University of Baltimore
University of Maryland, Baltimore
County

MASSACHUSETTS

Boston State College

Bridgewater State College
Fitchburg State College
Framingham State College
University of Lowell
Massachusetts College of Art
Massachusetts Maritime Academy
North Adams State College
Salem State College
Southeastern Massachusetts University
Westfield State College
Worcester State College

MICHIGAN

Central Michigan University
Eastern Michigan University
Ferris State College
Grand Valley State Colleges
Lake Superior State College
Northern Michigan University
Oakland University
Saginaw Valley College
Western Michigan University

MINNESOTA

Bemidji State University
Mankato State University
Metropolitan State University
Moorhead State University
St. Cloud State University
Winona State University

MISSISSIPPI

Alcorn State University
Delta State University
Jackson State University
Mississippi University for Women
Mississippi Valley State University
University of Southern Mississippi

MISSOURI

Central Missouri State Univ.
Harris Teachers College
Missouri Southern State College
Missouri Western State College
Northeast Missouri State Univ.
Northwest Missouri State Univ.
Southeast Missouri State Univ.
Southwest Missouri State Univ.

MONTANA

Eastern Montana College
Montana College of Mineral Science and Technology
Northern Montana College
Western Montana College

NEBRASKA

Chadron State College
Kearney State College
Peru State College
University of Nebraska at Omaha
Wayne State College

NEVADA

University of Nevada at Las Vegas

NEW HAMPSHIRE

Keene State College
Plymouth State College

NEW JERSEY

Jersey City State College
Kean College of New Jersey
Montclair State College
New Jersey Institute of Technology
Ramapo College of New Jersey
Stockton State College
Thomas A. Edison College
Trenton State College
William Paterson College of New Jersey

NEW MEXICO

Western New Mexico University
New Mexico Highlands University

NEW YORK

College of Staten Island
Empire State College
SUNY College at Brockport
SUNY College at Buffalo

SUNY College at Cortland
SUNY College at Fredonia
SUNY College at Geneseo
SUNY College at New Paltz
SUNY College at Oneonta
SUNY College at Oswego
SUNY College at Plattsburgh
SUNY College at Potsdam
SUNY College at Purchase
SUNY College at Utica/Rome
New York State College of Ceramics, Alfred University

NORTH CAROLINA

Appalachian State University
East Carolina University
Elizabeth City State University
Fayetteville State University
North Carolina Central University
Pembroke State University
University of N.C. at Asheville
University of N.C. at Charlotte
University of N.C. at Greensboro
University of N.C. at Wilmington
Western Carolina University
Winston-Salem State University

NORTH DAKOTA

Dickinson State College
Mayville State College
Minot State College
Valley City State College

OHIO

Bowling Green State University
Central State University
Cleveland State University
Kent State University
The University of Akron
The University of Toledo
Wright State University
Youngstown State University

OKLAHOMA

Central State University
East Central Oklahoma St. Univ.
Oklahoma Panhandle St. Univ.
Northeastern Oklahoma St. Univ.
Northwestern Oklahoma St. Univ.
Southeastern Oklahoma St. Univ.
Southwestern Oklahoma St. Univ.
University of Science and Art of Oklahoma

OREGON

Eastern Oregon State College
Oregon Institute of Technology
Oregon College of Education
Portland State University
Southern Oregon State College

PENNSYLVANIA

Bloomsburg State College
California State College
The Capitol Campus, Pennsylvania State University
Cheyney State College
Clarion State College
East Stroudsburg State College
Edinboro State College
Indiana University of Pa.
Kutztown State College
Lincoln University
Lock Haven State College
Mansfield State College
Millersville State College
Shippensburg State College
Slippery Rock State College
University of Pittsburgh at Johnstown
West Chester State College

RHODE ISLAND

Rhode Island College

SOUTH CAROLINA

The Citadel Military College of South Carolina
The College of Charleston
Francis Marion College
Lander College
Winthrop College

SOUTH DAKOTA

Black Hills State College
Dakota State College
Northern State College
South Dakota School of Mines and Technology

University of South Dakota at Springfield

TENNESSEE

Austin Peay State University
East Tennessee State University
Memphis State University
Middle Tennessee University
Tennessee Technological Univ.
Univ. of Tennessee at Chattanooga
Univ. of Tennessee at Nashville

TEXAS

Angelo State University
East Texas State University
Lamar University
Midwestern State University
North Texas State University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Sul Ross State University
Corpus Christi State University
Texas A & I University
Laredo State University
Texas Southern University
Texas Woman's University
University of Houston--Clear Lake City
University of Houston, Victoria Campus
University of Texas at Dallas
West Texas State University
Texas Tech University
University of Texas of the Permian Basin

UTAH

Southern Utah State College
Weber State College

VERMONT

Castleton State College
Johnson State College
Lyndon State College

VIRGINIA

Clinch Valley College
College of William and Mary
George Mason University
Longwood College
Madison College
Mary Washington College
Norfolk State College
Old Dominion University
Radford College
Virginia Commonwealth University

VIRGIN ISLANDS

College of the Virgin Islands

WASHINGTON

Central Washington University
Eastern Washington University
Western Washington University

WEST VIRGINIA

Bluefield State College
Concord College
Fairmont State College
Marshall University
Shepherd College
West Liberty State College
West Virginia College of Graduate Studies
West Virginia Institute of Technology
West Virginia State College

WISCONSIN

Univ. of Wisconsin--Eau Claire
Univ. of Wisconsin--La Crosse
Univ. of Wisconsin--Oshkosh
Univ. of Wisconsin--Parkside
Univ. of Wisconsin--River Falls
Univ. of Wisconsin--Stevens Point
Univ. of Wisconsin--Stout
Univ. of Wisconsin--Superior
Univ. of Wisconsin--Whitewater

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Board of Trustees for the State Colleges, Connecticut
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University System of Georgia
Idaho State Board of Education and Board of Regents for the University of Idaho
Southern Illinois University System
Board of Regents, Illinois
Board of Governors of State Colleges and Universities, Illinois
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Massachusetts State College System
State University System, Minnesota
Board of Trustees, Nebraska State Colleges
University of Nevada System
City University of New York
University of Nebraska System
State University of New York
Oregon State System of Higher Education
State Council of Higher Education for Virginia
University of North Carolina Central Office
Commission on State Colleges and Universities, Pennsylvania
Board of State College and University Directors, Pennsylvania
University of Pittsburg, Pennsylvania
Rhode Island Department of Education
Regents of Education, State of South Dakota
Board of Regents, The State University and Community College System of Tennessee
University System of South Texas
College and University System, Texas
Utah State Board of Higher Education
West Virginia Board of Regents
University of Wisconsin System

Appendix B

The AASCU Office of International Programs

The AASCU Office of International Programs in Washington, D.C. is the mechanism used to assist AASCU institutions in developing and pursuing their international role and responsibilities. The Office of International Programs is guided by a Committee of 12 AASCU Presidents. Each member institution has designated an International Education Advisor on campus who acts as liaison with AASCU in Washington, D.C. The work of the Office of International Programs may be conveniently divided into four priority areas:

I. International Dimension on Campus

The strengthening of the international-intercultural dimension on campus is being promoted by the AASCU Office of International Programs through workshops, seminars, studies, exchanges, publications and consultations.

The rationale for the international responsibility of U.S. higher education was officially adopted by AASCU at its annual meeting in Boston, Massachusetts in November, 1975. The internationalization of U.S. higher education in the curriculum and through international programs was endorsed as an integral and indispensable part of quality education for the future.

II. International Development

The involvement of the AASCU institutional resource base in international development is founded on the premise that when a relationship evolves, across national boundaries, based on mutual needs and mutual respect, it can become an enormous source of service and strength at both ends.

AASCU services, through the provision of teachers, consultants, administrators, the conduct of studies, seminars and a variety of joint projects relating to education and human resource development, are natural to AASCU because of its vast experience in educational development and in applied regional service. It has been observed that most of the universities in the developing countries are closest to and have much to benefit from the experience of AASCU-type institutions. Similarly, AASCU faculty, students and administrators have much to gain from cooperative projects with educational and other institutions in the developing countries.

From engineering to vocational education or from business training to allied health services, AASCU represents an unusually rich base for mutually beneficial cooperative programs with other countries.

III. AASCU International Study Programs

The rationale for these highly selective programs is to provide certain opportunities for study abroad which are not easily available to AASCU students. These programs may be one-way or two-way and may involve a faculty exchange component. In all cases, an AASCU institution is des-

ignated Agent Institution and operates the program in cooperation with AASCU for all of the member institutions. AASCU-sponsored international study programs are available in Mexico, Brazil, Canada, Italy, and Malaysia.

IV. Influencing the Policies and Priorities of Federal, Private and International Agencies

As the representative of a significant sector of U.S. higher education, AASCU has the responsibility of influencing the policies and priorities of a number of U.S. federal agencies as well as private and international agencies. Sometimes directly and sometimes in concert with other associations, AASCU interprets the needs of U.S. higher education in strengthening its international role on campus, in the region, and in contributing meaningfully to the process of education and human resource development in the world.

Appendix C

AASCU Committee on International Programs

November 1976-November 1977

Francis N. Hamblin, (Chairman) President
Lock Haven State College
Lock Haven, Pennsylvania 17745

Cecil Mackey, (Board Liaison) President
Texas Tech University
Lubbock, Texas 79409

Ernest A. Boykins, President
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Albany, Georgia 31705

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Larry A. Jackson, President
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Greenwood, South Carolina 29646

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P.O. Box 542
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Appendix D

The International Responsibility of Higher Education

The following policy statement was adopted by the AASCU membership during its 15th Annual Meeting, November, 1975, Boston, Massachusetts.*

The Implications of Interdependence

Institutions of higher learning which claim to offer an education appropriate to the highly interdependent world of today must seriously examine, plan and implement their international role in the curriculum and other programs. It therefore has become urgent and necessary to attempt to clarify the set of obligations and opportunities that are basic to the fulfillment of the international responsibilities of higher education.

The Process and Its Semantics

There is much confusion about programs labeled as international education. For some, international education is equated with the academic and cultural experience of students spending a semester or a year in a foreign culture. For others it is the teaching of international relations or area studies on campus. For yet others it might be the involvement of a group of scholars and administrators in the educational development of other countries. Still others have broader conceptions involving the introduction of students and faculty to transnational institutions and processes. All of these activities and many others are but fragments of the broader and vital process of interantional education. A process which spells out significant values and commitments, A process whose total impact is long-term and much broader than that of the sum of its parts.

"International Education" encompasses:

(a) the international content of curricula;

(b) the international movement of scholars and students concerned with training and research; and,

(c) the arrangements engaging United States education abroad in technical assistance and educational cooperation programs.

The terminology "international-intercultural" is used to indicate:

(a) that intercultural education is the larger concept that embraces international as well as domestic educational experience; and,

(b) that intercultural experience acquired within a nation-state

*Copies of this statement in printed form are available from AASCU. (Single copies are free. Increments of 25 for $5.00).

can be invaluable in dealing across national boundaries.

The Purpose of International Education

The globalization of education should not be on the fringe of the curriculum, "the frosting on the cake." Rather, it must be institutionalized as an integral part of the pedagogical philosophy of the institution and its curriculum. There is no student presently in college who should be exempted from acquiring some sensitivity to the existence, diversity, and dynamic inter-relationship of the many cultures in our world society. At graduate and professional levels, there is scarecely a field of knowledge that can be isolated from global issues and the pursuit of their solution. Major areas of training, research, and applied fields can hardly ignore the multinational dimension. The stark realities confronting us are that our existing international economic and political relationships need rethinking. Successful United States educational and cultural interactions with other countries are essential to the long term contribution of the United States to world peace and to the world wide improvement in the "condition" of man.

It often has been said that the purpose of a liberal arts education is to liberate the mind. It may be added that within that general purpose, international education has the specific objective of combatting ethnocentrism and parochialism. A multitude of programs and diverse approaches can be designed to eliminate ethnocentrism and parochialism, the existence of which in a person is the very antithesis of quality education.

Graduate and professional training require a varying degree of immersion in matters international, depending on the field. However, it is safe to assert that:

(a) every graduate or professional person has much to gain from exchanges and contacts with colleagues in other societies; and,

(b) global issues such as hunger, population, pollution, war and peace will require addressing by multinational, multidisciplinary collaboration.

Vietnam and other issues also have proved that the stakes of United States foreign policy are too critical to be allowed to rest on an uninformed United States citizenry. Higher education has a responsibility to promote greater comprehension of international issues and their implications by the United States public. The United States also must maintain a pool of competence on foreign areas. We must teach Chinese and Russian as well as German, French and Spanish. We must know about the social, economic and political dynamics of Ghana as well as those of the U.S.S.R. or of the countries of the Middle East. As a major industrial-technological power we must be involved in significant technical assistance and cooperative relationships around the world. No matter how we define our national interest, such widespread participation is essential to reducing the chances of violence and war.

In short, in training, research, the conduct of technical cooperation,

diplomacy, business and many other fields, the United States cannot possibly survive in isolation. We have entered the irreversible era of interdependence and our educational fare must reflect this reality. It is in this sense that we conceive of international education as an integral part of quality education, and not as an additive or a luxury which some can afford and others cannot.

The Responsibility of Our Colleges and Universities

The mandate that emerges for higher education is compelling. We urge that, irrespective of its student composition, size or location, each college and university consider seriously within its normal governance structure the following questions:

1. Does its current undergraduate curriculum reflect the implications of interdependence? Are the "international" and "intercultural" components of its curriculum an integral part of a total institutional plan, or an uneven and fragmented assortment of interests.

2. What ought to be the "international" role of the institution on campus and externally? What is the best way to examine and to plan such a role?

3. What is the status of its resources, human and material, in international studies? How can it strengthen these without additional funding? What is it that it must do that requires additional funding?

4. Has it considered curricular alternatives in such fields as area studies, inter-disciplinary and comparative studies, cross-cultural education, etc...? What is the potential of the outreach programs in the international areas?

5. Is it making full use of opportunities for faculty development? How can it develop other opportunities in this area? Does it have provision for visiting foreign faculty?

6. What is its policy on admission and training of foreign students? Is it making full use of their presence?

7. Is it making full use of opportunities for its students to study and to work in a foreign society?

8. Has it considered the possibility and value of inter-institutional cooperation and consortia arrangements both within and outside the United States in fulfilling its program objectives?

9. Has its Board of Trustees (or its equivalent) seriously considered the international role and responsibility of the institution? How about its State Commission on Higher Education? Its state legislators?

10. What is its policy in international education in relation to "continuing education" groups, the business community, the media, the government, and K to 12 public education?

Commitment

We strongly urge the commitment of higher education to institutionalizing international education. We recommend that each institution of higher learning examine, and plan its international dimension and programs on and off the campus. We believe that this is a basic responsibility that higher education must meet at this juncture in history when it is imperative to ensure that future generations of graduates are aware of and able to cope with the dynamics of world interdependence. While the surface crisis in international education is partly financial, we are convinced that it is mostly a crisis of insufficient commitment based on lack of appreciation of the stakes involved. There is much that can be done with existing resources; there is much more that can be done in generating resources. We can learn from existing trends and experiences, but there is no substitute for the internal, institution-wide process of examining and planning the responsibility and potential role of the institution in international education. Above all, we call for the genuine commitment of the educational leadership and the support of other sectors of society to a mission that has as its ultimate objective not only quality education, but the single most important contribution to the survival of the human race.

Appendix E

AASCU Fall Survey, 1975

Part I: International/Intercultural * Programs

DIRECTIONS: Please return this International/Intercultural Programs Section to the following address as soon as possible: AASCU/OIP, One Dupont Circle, Suite 700, Washington, D.C. 20036. It is not necessary to hold this section for the completion of other sections of the survey. Feel free to use the back of the questionnaire or attach additional paper if needed.

1. Name of Institution _____

   City/State _____

2. Give name and title of individual on campus with primary responsibility for coordination of international/intercultural programs.

3. Identify those programs (other than single courses) in your curriculum which emphasize international/intercultural studies. (e.g. Latin American Studies, Third World Studies, Cross Cultural Training, etc.) Give title and short description of each program and specify if it is undergraduate or graduate level.

4. Do you have an institution-wide committee concerned with the development of international/intercultural programs? Yes_____ No_____

   If yes, give name and title of the Chairman of the Committee.

5. Have you applied within the last three years for a grant for an international/intercultural studies program from a U.S. Government Agency or a private foundation? Yes_____ No_____

   If yes, have you received such a grant (s)? Yes_____ No_____

   If you received a grant, please give the date of the award; the title of the project; the name of the funding agency; and the duration of the project.

* Intercultural Programs are defined here as "programs which make the connection on a comparative or other basis between the U.S. cultural complex and cultures in other societies."

6. Do you have formal or informal inter-institutional arrangements in the U.S. to implement or facilitate your international/intercultural programs? Yes_____ No_____

   If yes, please specify the title of the program, the institutions involved and the purpose of the arrangement.

7. Do you have an arrangement with institutions or colleges outside of the U.S. to implement or facilitate your international/intercultural programs? Yes_____ No_____

   If yes, please specify the title of the program, the country involved, the institutions involved and the purpose of the program.

8. Does your institution have a listing of faculty personnel who are qualified for international/intercultural teaching, research and other types of programs? Yes_____ No_____

   If yes, would you please provide us with a copy. If no, how do you determine which faculty personnel are qualified for such programs?

   If no, do you plan to prepare such a list? _____When will it be available? _____

9. What other activities (including summer programs, extension courses, out-reach programs, etc.) does your institution offer with an international/intercultural emphasis?

10. What language does your institution offer other than French/Spanish/German/Latin?

    Languages Level

11. Does your institution offer English as a second language?

    Yes_____ No_____

    If yes, for how many years has this been offered?

    Please list names of courses and their levels.

12. Do you have any program relations with the less developed countries otherthan study abroad? Yes_____ No_____

    If yes, please identify briefly (e.g., assistance in agricultural development with the Ministry of Agriculture in Pakistan; or a faculty exchange program with the University of Ghana in Africa).

13. Do you have any program relations with the developed countries other than study abroad? Yes_____ No_____

If yes, please describe briefly.

14. Estimate the number of your faculty who were abroad during the 1974-75 academic year (other than the summer) for purpose of teaching, research or international development. _____

15. Estimate the number of foreign faculty who were visiting on your campus during the academic year 1974-75 (other than the summer) for at least one month (exclude faculty of foreign background who are in permanent residence in the U.S.)_____

16. Estimate the number of foreign students (Fall head count) who were attending your institution during the academic year 1974-75.

_____ undergraduate

_____ graduate

17. Estimate the number of your students who were studying abroad for at least one semester (equivalent) during the academic year 1974-75.

18. Is information on international/intercultural programs at your institution submitted regularly to the World Studies Data Bank of the Academy for Educational Development? Yes_____ No_____

19. If you have plans for the development of new programs or directions in the international/intercultural field, please describe them briefly:

20. Do you have any handbooks, brochures, or reports describing the international/intercultural components of your institutions? Yes_____ No_____

If yes, please mail under separate cover, if possible.

21. Name of person (s) answering these questions on international/ intercultural programs.

_____
Name

_____
Title

_____
Date

Appendix F

AASCU Colleges and Universities Visited for the International Education Project
with Names of Chief Administrators and Campus Contacts

	Chief Administrator	Campus Contact
ALABAMA		
Alabama State University Montgomery, Alabama 36101	President Levi Watkins	Dr. Norman W. Walton, Coordinator, Consortium for Strengthening Intercultural Understanding
ARKANSAS		
University of Arkansas at Little Rock Box 68, Little Rock, Arkansas 72204	Chancellor G. Robert Ross	Mr. Henry Atkins International Student Advisor
CALIFORNIA		
California State Polytechnic University Pomona, California 91768	President Robert C. Kramer	Dr. Harold Skauser, Director International Programs
California State University, Chico Chico, California 95926	President Stanford Cazier	Dr. Robert Fredenburg Associate V.P. for Academic Affairs
California State University, Fresno Fresno, California 93710	President Norman A. Baxter	Dr. H.O. Schorling Executive Vice President
California State University, Long Beach Long Beach, California 90801	President Stephen Horn	Dr. J. Russell Lindquist Director International Student Center

	Chief Administrator	Campus Contact
California State University, Sacramento Sacramento, California 95819	President James G. Bond	Dr. Preston J. Stegenga, Director, International Center
San Diego State University San Diego, California	President Brage Golding	Mr. Reyes Mazon, Director Institute for Cultural Pluralism
San Francisco State University 1600 Holloway Avenue San Francisco, California 94132	President Paul F. Romberg	Dr. Urban Whitaker Dean of Undergraduate Studies
COLORADO		
Adams State College Alamosa, Colorado 81102	President John A. Marvel	Dr. Carleton Anderson Director of International Education
University of Northern Colorado Greeley, Colorado 80631	President Richard R. Bond	Dr. George H. Brooks Director, Office of International Education
University of Southern Colorado Pueblo, Colorado 81005	President Harry P. Bowes	Dr. Alan P. Love, Dean Division of Social and Behavioral Sciences
CONNECTICUT		
Central Connecticut State College New Britain, Connecticut 06050	President E. Don James	Dr. Kwang-Li Koh, Director Center for Area and Interdisciplinary Studies

	Chief Administrator	Campus Contact
FLORIDA		
Florida A & M University Tallahassee, Florida 32307	President Benjamin L. Perry, Jr.	Dr. Christopher Egwim, Director, Center for Developing Communities and Nations
University of South Florida Tampa, Florida 33620	Interim President W. Reece Smith	Dr. Mark T. Orr, Coordinator of International Studies and Programs
University of West Florida Pensacola, Florida 32504	President James A. Robinson	Dr. James Parker Committee Chairman International Programs
GEORGIA		
Georgia State University 33 Gilmer Street Atlanta, Georgia 30303	President Noah N. Langdale, Jr.	Dr. William Ogram, Director Institute of International Business
Valdosta State College Valdosta, Georgia 31601	President S. Walter Martin	Dr. William M. Gabard Director Department of International Studies
ILLINOIS		
Governors State University Park Forest South, Illinois 60466	President Leo-Goodman-Malamuth	Dr. Clara Anthony Assistant Dean for Academic Affairs College of Cultural Studies

	Chief Administrator	Campus Contact
Northern Illinois University DeKalb, Illinois 60115	President Richard J. Nelson	Dr. Daniel Wit, Director International and Special Programs
Southern Illinois University at Edwardsville Edwardsville, Illinois 62025	President Kenneth A. Shaw	Dr. Kurt Glaser, Director Development Studies Project
INDIANA		
Ball State University Muncie, Indiana 47306	President John J. Pruis	Dr. Phyllis Yuhas, Director Institute of International Studies
Indiana State University Terre Haute, Indiana 47809	President Richard G. Lardini	Dr. John B. Stabler Director, International Studies
LOUISIANA		
Grambling State University Grambling, Louisiana 71245	President R.W.E. Jones	Dr. James D. Henderson, Chairman, International Curriculum Development Committee
University of Southwestern Louisiana Drawer 1008, USL Station Lafayette, Louisiana 70501	President Ray Authement	Dr. R.E. Chancler, Head Department of Foreign Languages
MARYLAND		
Bowie State College Bowie, Maryland 20715	President Samuel L. Myers	Ms. Hind Nassif, Coordinator Consortium for Strengthening Intercultural Understanding

	Chief Administrator	Campus Contact
MASSACHUSETTS		
Bridgewater State College Bridgewater, Massachusetts 02324	President Adrian Rondileau	Dr. Walter Adamson Professor of Political Science
MICHIGAN		
Grand Valley State Colleges Allendale, Michigan 49401	President Arend D. Lubbers	Dr. Ezra G. Gearhart, Dean Community Research and Education, and Director, International Studies Institute
Western Michigan University Kalamazoo, Michigan 49001	President John T. Bernhard	Dr. Tilman Cothran Dean of Social Sciences
MISSISSIPPI		
Mississippi Valley State University Itta Bena, Mississippi 38941	President Ernest A. Boykins	David H. Wicks, Chairman International Education Committee
MONTANA		
Eastern Montana College Billings, Montana 59101	President John E. Van de Wetering	Muntaz Fargo, Director International Studies and Programs
NEBRASKA		
University of Nebraska at Omaha Omaha, Nebraska 68132	Chancellor Ronald W. Roskens	Thomas E. Gouttierre, Dean International Studies and Programs, and Director, Center for Afghanistan Studies

	Chief Administrator	Campus Contact
NEW JERSEY		
Ramapo College of New Jersey P.O. Box 542 Mahwah, New Jersey 07430	President George T. Potter	Dr. Walter T. Brown Director, School of Intercultural Studies
NEW YORK		
State University College of Arts and Science Plattsburgh, New York 12901	President Joseph C. Burke	Dr. Daniel Socolow Director of International Studies
NORTH CAROLINA		
Fayetteville State University Fayetteville, North Carolina 28301	Chancellor Charles A. Lyons, Jr.	Miss Sylvia L. Health Director, International Curriculum Development Program
University of North Carolina at Charlotte Charlotte, North Carolina 28223	Chancellor Dean W. Colvard	Dr. Earl L. Backman Director, Program for International Studies
OHIO		
University of Akron Akron, Ohio 44304	President Dominic J. Guzzetta	Dr. Kenneth Barker, Dean International Programs
University of Toledo Toledo, Ohio 43606	President Glen R. Driscoll	Dr. Abid Al-Marayati Director, Center for International Studies

	Chief Administrator	Campus Contact
OREGON		
Portland State University Portland, Oregon 97207	President Joseph C. Blumel	Dr. Fred Cox, Director Middle East Studies Center
PENNSYLVANIA		
Cheyney State College Cheyney, Pennsylvania 19319	President Wade Wilson	Dr. Evelyn De Vane Director World Cultures Center
Edinboro State College Edinboro, Pennsylvania 16412	President Chester T. McNerney	Dr. N.A. Mughal Coordinator International Education
Lock Haven State College Lock Haven, Pennsylvania 17745	President Francis N. Hamblin	Dr. Marcus Konick Director, International Education
Millersville State College Millersville, Pennsylvania 17551	President William H. Duncan	Dr. Walter Kreider Director, International Education
RHODE ISLAND		
Rhode Island College Providence, Rhode Island 02908	President Charles B. Willard	Dr. Lawrence W. Lindquist Coordinator of International Education
VIRGINIA		
Norfolk State College Norfolk, Virginia 23504	President Harrison B. Wilson, Jr.	Dr. Brinston Collins Coordinator, Consortium for Strengthening Intercultural Understanding

	Chief Administrator	Campus Contact
WASHINGTON		
Central Washington State College Ellensburg, Washington 98926	President James E. Brooks	Ross N. Tolman Acting Director of International Programs
Western Washington State College Bellingham, Washington, 98225	President Paul J. Olscamp	Dr. Arthur S. Kimmel Professor of Foreign Languages, and Director, Foreign Study Office

Appendix G

DATE TIME WITH INDIVIDUAL:

International Education Project: Campus Visit Summary Form*

STATE

COLLEGE

TOWN

SIZE
ETHNIC MIX

NAME OF PERSON

TITLE
REPORTS TO
RESPONSIBILITIES
% TIME FOR INTERNATIONAL

COLLEGE DATA REGION OF U.S.

SIZE: Small; Medium; Large

ENROLLMENT: HEADCOUNT

FTE # OF FACULTY

FACULTY CHARACTERISTICS

STUDENT BODY: FROM/ETHNIC MIX/
SPECIAL NEEDS

SPECIAL COLLEGE MISSION

SPECIAL COLLEGE PROGRAMS

1. NAME/TYPE OF PROGRAM
2. GOAL OF PROGRAM
3. OBJECTIVES OF PROGRAM
4. HISTORY OF PROGRAM
5. DESCRIPTION OF PROGRAM
6. # OF FACULTY INVOLVED_____# OF STUDENTS INVOLVED_____
7. DISCIPLINES REPRESENTED
8. MAJOR PROBLEMS
9. FUNDING SOURCE
10. PUBLICATIONS/BROCHURES/CATALOG/DESCRIPTION/POLICY STATEMENTS
11. LIBRARY RESOURCES FOR PROGRAM
12. OTHER RESOURCES
13. FUTURE PLANS
14. FOLLOW-UP NEEDED /PEOPLE TO TALK WITH

* The actual summary form used covers 3 pages--It was compressed for display purposes.

Appendix H

AASCU/OIP Regional Workshops, 1975-76:

The International Role and Responsibility of U.S. Higher Education

1. Eastern Region
   Location: Rhode Island College, Providence, Rhode Island
   Date: December 4-5, 1976
   Sponsor: Rhode Island College
   Number of Participants: 44

2. Southern Region
   Location: Georgia State University, Atlanta, Georgia
   Date: February 5-6, 1976
   Sponsors: Southern Consortium for International Education and the
   Georgia Consortium for International Education
   Number of Participants: 58

3. Far Western Region
   Location: Long Beach, California
   Date: February 26-27, 1976
   Sponsor: California State University, Long Beach
   Number of Participants: 40

4. Central Region
   Location: Ball State University, Muncie, Indiana
   Date: March 11-12, 1976
   Sponsor: Ball State University
   Number of Participants: 40

5. Midwestern Region
   Location: Denver, Colorado
   Date: April 22-23, 1976
   Sponsor: Colorado Association for International Education
   Number of Participants: 61

Appendix I

Association Internationale des Etudiants en Science Economiques et Commerciales (AIESEC)

ALABAMA

University of Alabama
Univ. of South Alabama

ARIZONA

A.G.S.I.M.

CALIFORNIA

*Long Beach State
*San Diego State
*San Francisco State
*San Jose State
U.C. Berkeley
U.C. Davis
U.C.L.A.
University of Redlands
U.S.C.

COLORADO

University of Colorado
University of Denver

CONNECTICUT

Trinity
Yale

DISTRICT OF COLUMBIA

Georgetown
Johns Hopkins SAIS

FLORIDA

Florida State
University of Miami
*Univ. of South Florida

GEORGIA

*Georgia State
University of Georgia

HAWAII

University of Hawaii

ILLINOIS

*Northern Illinois
University of Illinois

INDIANA

Indiana University
University of Notre Dame

KANSAS

*Wichita State

KENTUCKY

*Western Kentucky

LOUISIANA

Louisiana State
Tulane

MASSACHUSETTS

Boston University
Harvard
Smith
Wellesley

MARYLAND

Johns Hopkins

MICHIGAN

University of Michigan

MINNESOTA

St. Johns
University of Minnesota
Winona

*AASCU Member Institutions

MISSOURI

Washington

NEBRASKA

Univ. of Nebraska-Lincoln

NEW HAMPSHIRE

Univ. of New Hampshire

NEW JERSEY

Princeton
Rider
Upsala

NEW YORK

Albany (S.U.N.Y.)
Columbia
New York University
University of Rochester

OHIO

Miami
Ohio State

OREGON

*Portland State

PENNSYLVANIA

Carnegie-Mellon
University of Pennsylvania

RHODE ISLAND

Brown

SOUTH CAROLINA

Univ. of South Carolina

TENNESSEE

University of Tennessee
Vanderbilt

TEXAS

Southern Methodist
University of Houston

WASHINGTON

University of Puget Sound
University of Washington

WISCONSIN

*Univ. of Wisconsin--Eau Claire
Univ. of Wisconsin--Green Bay
Univ. of Wisconsin--Madison

*AASCU Member Institutions

Appendix J

Countries Participating in the Association Internationale des Etudiants en Science Economiques et Commerciales (AIESEC)

EUROPE

Austria
Belgium
Czechoslovakia
Denmark
Finland
France
Germany
Great Britain
Greece
Hungary
Iceland
Italy
Malta
Netherlands
Norway
Poland
Portugal
Spain
Sweden
Switzerland
Turkey
Yugoslavia

MIDDLE EAST

Egypt
Iran
Israel
Tunisia

NORTH AMERICA

Canada
Mexico
Puerto Rico
United States

SOUTH AMERICA

Argentina
Brazil
Chile
Colombia
Ecuador
Peru
Venezuela

AFRICA

Ghana
Ivory Coast
Kenya
Nigeria
Sierra Leone
South Africa
Togo

ASIA

Australia
Hong Kong
India
Indonesia
Japan
Korea
Malaysia
Philippines
Singapore
Thailand

Department of Health,
Education & Welfare
Office of Education
Washington, D.C. 20202

International Studies Branch
Division of International
Education
July 1976

Appendix K

NDEA (Title VI) Centers for International and Language and Area Studies, 1976-77

Center	Director
ARIZONA	
University of Arizona Middle Eastern Languages and Area Center (UG) Tucson, Arizona 85721	Ludwig Adamic (602) 884-1264
East Asian Studies Center (UG) University of Arizona Tucson, Arizona 85721	Audres D. Onate (602) 884-2393
CALIFORNIA	
Center for Slavic and East European Studies University of California Berkeley, California 94720	William B. Slottman (415) 642-3608
South Asian Language and Area Center University of California Berkeley, California 94720	Bruce R. Pray (415) 642-3608
East Asian Language and Area Center University of California (with Stanford Univ. Berkeley, California 94720	John C. Jamieson (415) 642-1510 Albert E. Dien (415) 497-2521
Latin American Center University of California Los Angeles, California 90024	Johannes Wilbert (213) 825-4571
Near Eastern Language and Area Center University of California Los Angeles, California 90024	Amin Banani (213) 825-4668

Center	Director
African Studies Center University of California Los Angeles, CA 90024	Boniface Obichere (213) 825-3779
Russian and East European Studies Center University of California Los Angeles, CA 90024	Hanrik Birnbaum (213) 825-4998
Center for Latin American Studies UG *San Diego State University San Diego, CA 92182	
East Asia Center University of Southern California (with UCLA) Los Angeles, CA 90007	George O. Totten (213) 746-5080 Les Mikchnick (213) 746-5080
Sub-Saharan African Language and Area Studies Center Stanford University Stanford, CA 94305	Joseph H. Greenberg (415) 497-4547
COLORADO	
Center for Comparative Studies University of Denver Denver, Colorado 80210	David H. Bayley (303) 753-2324
CONNECTICUT	
Center for East Asian Studies Yale University New Haven, CT 06520	K.C. Chang (203) 432-4029
Joint Center for Russian and East European Studies Yale University (with Univ. of Connecticut) New Haven, CT 06520	Piotr S. Wandycz (203) 436-0250 Rudolph Tokes (203) 486-2537
Center for Latin American Studies Yale University New Haven, CT 06520	Alfred Stepan (203) 432-4422

Center	Director
DC	
Near East Language Studies Center Georgetown University (with SAIS) Washington, D.C. 20007	Wallace Erwin (202) 625-4809 Majid Khadduri (202) 785-6257
FLORIDA	
Center for African Studies University of Florida Gainesville, FL 32601	Haig Der Houssikian (904) 392-2183
Latin American Language and Areas Studies Center University of Florida Gainesville, FL	William E. Carter (904) 392-0375
HAWAII	
East Asian Studies Center University of Hawaii Manoa, HA 96822	Fred C. Hung (808) 948-8543
Pacific Islands Studies Center University of Hawaii Manoa, HA 96822	Carl J. Daeufer (808) 948-7830
ILLINOIS	
Far Eastern Language and Area Center University of Chicago Chicago, IL 60637	Tetsuo Najita (312) 753-2636
South Asian Language and Area Center University of Chicago Chicago, IL 60637	Edward Dimock (312) 753-4350
Middle Eastern Language and Area Center University of Chicago Chicago, IL 60637	Marvin Zonis (312) 753-4548
African Studies Center University of Illinois Urbana, IL 61801	Victor C. Uchendu (217) 336-6335

Center	Director
Center for East Asian Studies University of Illinois Urbana, Illinois 61801	Robert B. Crawford (217) 333-4850
Center for Latin American Studies University of Illinois (with Univ. of Chicago) Urbana, IL 61801	Merlin H. Forster (217) 333-3182
Russian and East European Latin American Center University of Illinois Urbana, IL 61801	Ralph T. Fisher, Jr. (217) 333-1244
Center for Sub-Saharan Africa Northwestern University Evanston, IL 60201	Abraham Demoz (312) 492-7323
INDIANA	
Language and Area Studies Center for Africa Indiana University Bloomington, Indiana 47401	Patrick O'Meara (182) 337-6825
Uralic and Inner Asian Language and Area Center Indiana University Bloomington, IN 47401	Denis Sinor (812) 337-2233
Russian and Eastern European Language and Area Studies Center Indiana University Bloomington, IN 47401	Rodney B. Sangster (812) 337-2624
KANSAS	
Center of Latin American Studies University of Kansas (with Kansas State Univ. and Wichita State Univ.) Lawrence, KS 66045	Charles L. Stansifer (913) 864-4213
Center for Soviet and East European Language and Area Studies University of Kansas Lawrence, KS 66045	William C. Fletcher (913) 864-4236

Center	Director
KENTUCKY	
Center for Latin American Studies (UG) *Western Kentucky University Bowling Green, KY 42101	John Petersen (502) 745-4558
LOUISIANA	
Latin American Studies Center Tulane University New Orleans, LA 70118	Richard E. Greenleaf (504) 865-6186
MASSACHUSETTS	
Center for East Asian Studies (UG) Amherst College (with Smith Col., U. Mass., Mount Holyoke Coll., and Hampshire Coll.) Amherst, MA 01002	Ray A. Moore (413) 542-2242
Center for Soviet and East European Studies Harvard University Cambridge, MA 02138	Edward L. Keenan, Jr. (617) 495-4037
Center for East Asian Studies Harvard University Cambridge, MA 02138	Donald H. Shively (617) 495-2754
Center for Middle Eastern Studies Harvard University Cambridge, MA 02138	Dennis Skiotis, Acting (617) 495-4334
Center for International Studies Tufts University (Fletcher School of Law and Diplomacy) Medford, MA 02155	Edmund Gullion (617) 628-565?
MICHIGAN	
African Studies Center Michigan State University East Lansing, MI 48823	John Hunter (517) 353-1700
East Asian Language and Area Center University of Michigan Ann Arbor, MI 48109	Robert E. Cole (313) 764-7304

Center	Director
Southeast Asia Language and Area Studies Center University of Michigan Ann Arbor, MI 48108	Thomas R. Trautmann (313) 764-0352
Language and Area Center in Near Eastern Studies University of Michigan Ann Arbor, MI 48108	William Schorger (313) 764-0350
Slavic Language and Area Studies Center University of Michigan Ann Arbor, MI 48108	William Zimmerman (313) 764-0351

NEBRASKA

Interdisciplinary Program in International Conflict Center for International Studies (UG) University of Nebraska Lincoln, NB 68508	

NEW JERSEY

Center of East Asian Studies Princeton University Princeton, NJ 08540	Marion J. Levy (609) 452-3091
Center for Near Eastern Studies Princeton University (with NYU) Princeton, NJ 08540	

NEW YORK

East Asian Language and Area Center Columbia University New York, NY 10027	Geri K. Ledyard (212) 280-5036
South Asian Language and Area Center Columbia University New York, NY 10027	Theodore Riccardi (212) 280-2556
Western European Studies Center Columbia University (with City Univ. of NY) New York, NY 10027	

Center	Director
Soviet and East European Language and Area Center Columbia University New York, NY 10027	William E. Harkins (212) 280-4623
Southeast Asian Language and Area Center Cornell University Ithaca, NY 14850	Frank H. Golay (607) 256-2378
Center for Study of World Food Issues Cornell University Ithaca, NY 14850	Edwin B. Oyer (607) 256-2283
Center for Near Eastern Studies New York University (with Princeton Univ.) New York, NY 10003	Peter Chelkowski (212) 598-2411
NORTH CAROLINA	
Center for Canadian Studies Duke University Durham, NC 27706	Richard Preston (919) 684-2765
OHIO	
Southeast Asian Language and Area Center Ohio University Athens, OH 45701	Gerald F. Draayer (614) 594-6457
Center for Slavic and East European Studies Ohio State University Columbus, OH 43210	Leon I. Twarog (614) 422-8770
Center for Mediterranean Studies (UG) Ohio Wesleyan University Delaware, OH 43015	Janet E. Ragatz (614) 369-4431 ext. 710
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OREGON	
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